

THE NATION ON
SCHOOLS



THE MAGAZINE OF BETTER
SCHOOL ADMINISTRATION

A.A.S.A. Convention Digest

16 Page Portfolio

For More Efficient State Operation

Lee M. Thurston

Tradition Still Dominates

Teacher Training *G. D. McGrath*

Teacher Morale Has Improved, But—

School Opinion Poll

The Greenwood School and

How It Grew . *H. R. McCall and W. A. Ganster*

12 Original Articles, 12 Special Features

M A R C H 1 9 4 8



Will you lose your Shirt in '48

... Because Food Costs Are Too High?



With food costs skyrocketing, it's going to be a tough year for schools. Educational institutions will be lucky to break even. Many may show a deficit.

But GUMPERT, the world's leading manufacturer of food specialties for schools like yours, can show you tested and proved ways of getting more quality and flavor for every food dollar you spend.

Food preparation time and food materials take a big bite out of your budget. That's where GUMPERT goodness can put home-style flavor and quality on your tables at a distinct saving.

Because hundreds of GUMPERT food items come to you standardized for perfect results, for ease and speed of preparation, for cutting hours of kitchen labor down to minutes.

Every dollar you invest in GUMPERT food specialties gives you more servings with less work . . . eliminates waste and left-overs . . . insures purity and goodness, plus economy you will appreciate in these days of inflated values.

Welcome the Gumpert Man when he calls. He's a lifesaver for your budget. His products and suggestions can mean the difference between "losing your shirt" and profitable operation.

S. GUMPERT CO., INC. • OZONE PARK 16, N. Y.

300 Products to Aid Restaurants and Institutions

Gelatine Desserts

Cream Desserts

Fruit Drinks—(Liquid and Dehydrated)

Extracts and Colors

Spaghetti Sauce

Soups—(Liquid and Dehydrated)

Cake Mixes

Numerous Other Cooking Aids

Complete Line of Bakery and Ice Cream Specialties

FOR THE FINEST IN FOODS

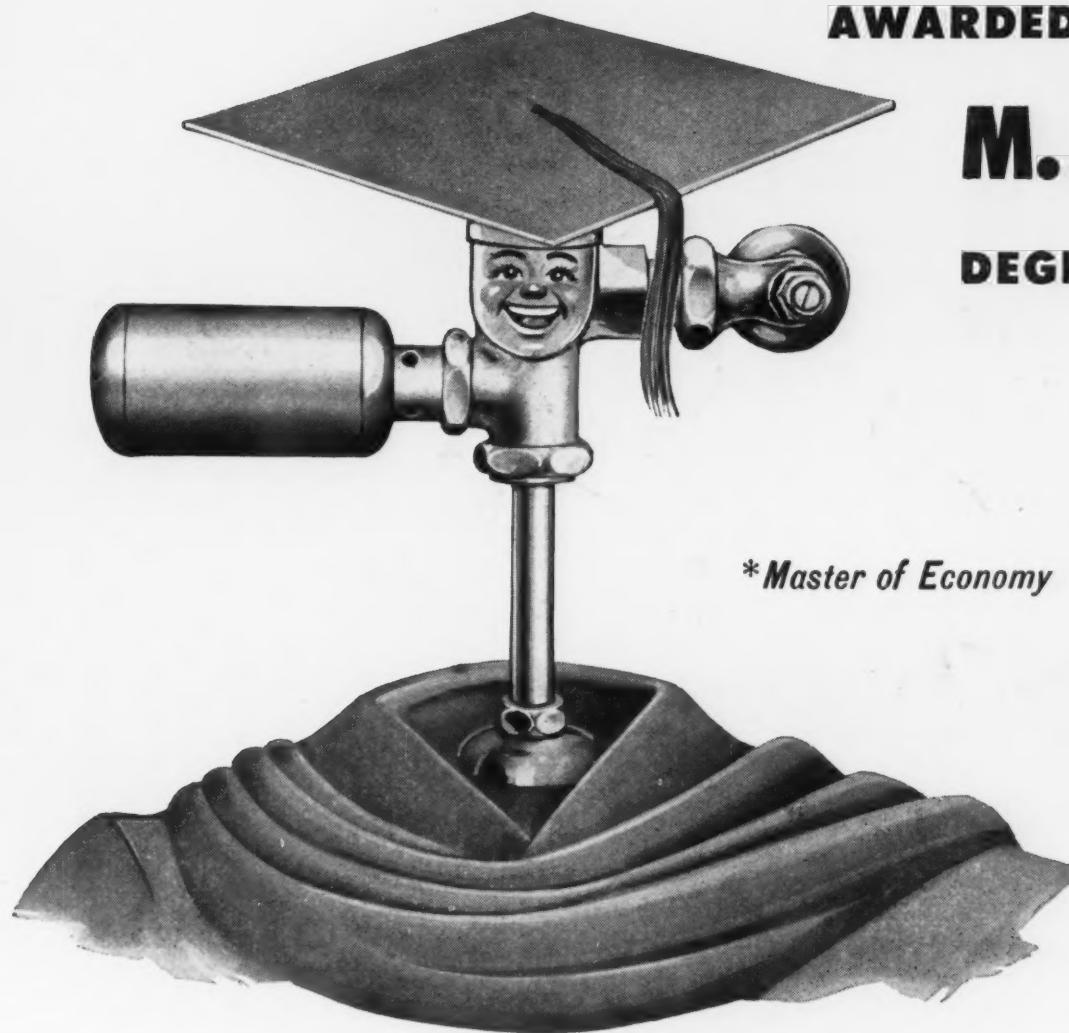
GUMPERT
has **EVERYTHING**

Sloan *Electrically Operated* Flush Valve

AWARDED

M.E.*

DEGREE



**Master of Economy*

To replace an automatic flush tank which operates 24 hours per day with a Sloan Electrically Operated Flush Valve, set to operate only during business hours, will save as much as 100,000 gallons of water per year *per flush valve*. Multiply that saving by the number of flush valves used to replace tanks and you realize what Sloan economy can mean to you.

Add to this water saving the cost of the steam power to pump it, the manpower to control it, and

the k.w.h. required to distribute it, and you have a total that makes Sloan Flush Valves just good business.

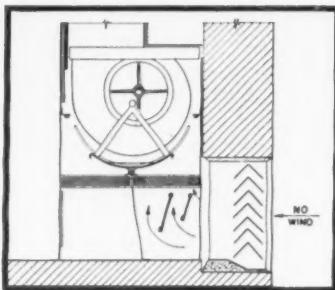
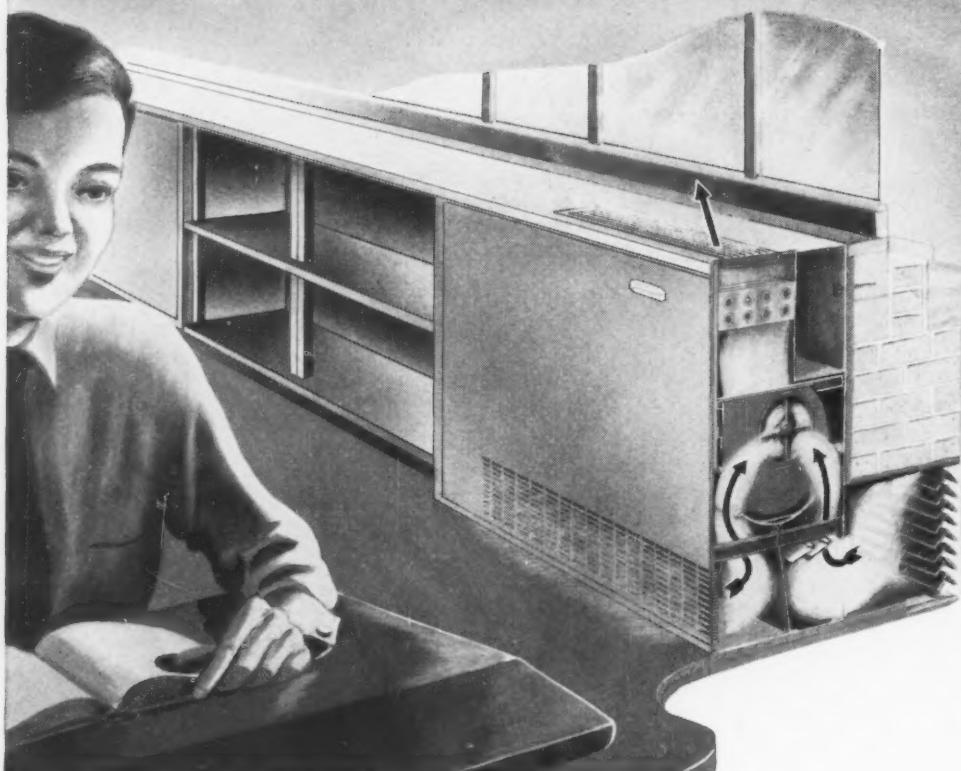
Particularly is this true when Sloan Flush Valves require such low maintenance. Some records show this cost to be as low as 1/4th of 1-cent *per valve per year*. Maybe that's why more Sloan Flush Valves are sold than all other makes combined.

Write today for free literature

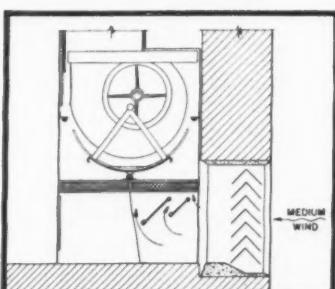


sloan *Flush valves*
4300 W. LAKE STREET CHICAGO - ILLINOIS

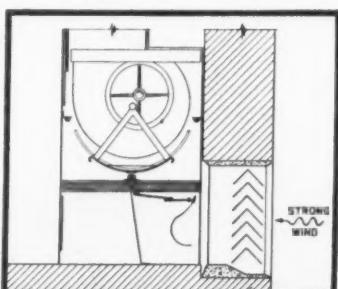
"BLOW HIGH, BLOW LOW..."



1—LITTLE OR NO WIND. Vanes lean only slightly in response to the mild current of air outside.



2—MEDIUM WIND. As the wind increases, the vanes begin to restrict the outdoor air opening.



3—STRONG WIND. About 75% of opening is shut off. Excessive amounts of outdoor air cannot enter.

ADDED COMFORT AND FUEL ECONOMY FOR SCHOOLS

WHO cares how hard Old Man Winter puffs and blows? Certainly not the occupants of a schoolroom with Syncretized Air. The frosty-bearded giant is always on the outside so far as they are concerned.

To the Nesbitt Syncretizer, with its thermal system of ventilation control, has been added a brand-new feature—the outdoor air-volume control. Long famous for its achievement of uniform temperature and the avoidance of chills and overheating through the harmonizing of air-stream and room temperatures, the Syncretizer is now equipped with the means of preventing an excessive quantity of outdoor air from entering the unit on windy days.

The new Nesbitt feature, exclusive and patented, operates through two pivoted vanes which, as the wind mounts in velocity, gradually restrict the area through which the outdoor air enters the unit. The opening which remains is not large enough to permit blow-through, but it is still ample to admit all the outdoor air required. The fuel saved on windy days makes the operation of the Syncretizer more economical than ever.

The Syncretizer Unit Ventilator is sold separately or in combination with Storage Units—and Convector if desired—as a fully integrated assembly.
Send for Publication 249

THE NESBITT PACKAGE

Made by John J. Nesbitt, Inc., Phila. 36, Pa., and Sold by Nesbitts and American Blower Corporation

THE NATION'S SCHOOLS



RAYMOND P. SLOAN, Editorial Director

ARTHUR H. RICE, Managing Editor

ARTHUR B. MOEHLMAN, Editor

Assistant Editors:

MILDRED WHITCOMB

KATHRYN E. RITCHIE

MARY TOMANCIK

In this issue:

Feature Articles

Looking Forward.....	17
For More Efficient State Operation.....	20
	LEE M. THURSTON
Tradition Still Dominates Teacher Training.....	22
	G. D. McGRATH
Plant Planning.....	23
	A Review by WILFRED F. CLAPP
Have the Schools Kept Pace?.....	24
	LA RUE G. BAXTER
When We Speak.....	25
	CARROLL D. CHAMPLIN
Teacher Morale Has Improved, But—.....	26
	SCHOOL OPINION POLL
Oppose Sectarian Domination.....	28
Chalk Dust.....	49
	FREDERICK J. MOFFITT
Those Cherished Days as a School Principal.....	50
	ELMER SCOTT HOLBECK
\$290,000,000 Grants-in-Aid.....	51
City Teachers' Salaries Compared.....	51
Current Decisions on School Law.....	52
	M. M. CHAMBERS

Schoolhouse Planning

The Greenwood School and How It Grew.....	29
Information Supplied by H. R. McCALL and WILLIAM A. GANSTER	

Convention Digest

A.A.S.A. Convention Digest.....	33
---------------------------------	----

Audio-Visual Aids

Initiating an Audio-Visual Program.....	56
	W. A. BASS
Student Interest in Leisure Language Activities.....	58
	A Review by E. WINIFRED CRAWFORD

Operation and Maintenance

Uniforms Make Better Employees.....	60
-------------------------------------	----

The School Cafeteria

Insurance Reduces Dish Breakage.....	64
	JULIA KRENWINKEL

Regular Features

Among the Authors.....	4
Roving Reporter.....	6
Questions and Answers.....	8
Names in the News.....	54
News in Review.....	70
The Bookshelf.....	84
Coming Events.....	84
What's New for Schools.....	125
Index of Advertisers.....	Op. 128

Published monthly by The Nation's Schools Publishing Co., Inc., 919 North Michigan, Chicago 11, Ill., U. S. A. Otho F. Ball, president; Raymond P. Sloan, vice president; Stanley R. Clague, secretary; J. G. Jarrett, treasurer. Yearly subscription, United States and Canada, \$3; foreign, \$4. Current copies, 35c each. Member, Audit Bureau of Circulations; Educational Press Association of America. Copyright, 1948, by The Nation's Schools Publishing Co., Inc. Entered as second-class matter Jan. 16, 1928, at the Post Office at Chicago, Ill., under the Act of March 3, 1879. Published on the 15th of the month preceding the date of issue. Change of address should be sent thirty days in advance of publication date.

AMONG THE AUTHORS



Lee M. Thurston

LEE M. THURSTON has served education in Michigan for twenty-four of his thirty years in the profession. For the other six years, 1938 to 1944, he was professor of education at the University of Pittsburgh. Deputy state superintendent of public instruction for three years before he went to

Pittsburgh, Dr. Thurston has continued in that capacity since his return to Michigan in 1944. For four years assistant superintendent at Ann Arbor, Mich., 1931 to 1935, he previously held superintendencies at Perry, Owosso, Manistee and Boyne City. He received his bachelor's, master's and doctor's degrees from the University of Michigan, where he has been lecturer in education since 1945. He participated in educational surveys conducted in New York City, Boston and Washington State. As extracurricular activities, he favors trout fishing and bridge. He is a staunch advocate of camping for boys and girls.

H. R. McCALL, superintendent of schools at Waukegan, Ill., and the architectural firm of GANSTER & HENNIGHAUSEN furnished the plans, photographs and material for the article on "The Greenwood School and How It Grew" starting on page 29. William A. Ganster from 1930 to 1937 was a member of the department of architecture at the University of Illinois. In the latter year he joined forces with Arthur Hennighausen and opened an office at Waukegan. Mr. McCall has been superintendent of schools in that city since 1944. Before then he was assistant professor of education and assistant to the director of the University Laboratory School at the University of Missouri. His earlier years were spent as a teacher in various Missouri towns and as a superintendent for ten years at Chillicothe, Mo.

As a background for the writing of his article "Have the Schools Kept Pace?" on page 26, LA RUE G. BAXTER has a long experience in the public schools of the Middle West. He has been an elementary school principal for the last seventeen years at Venice, Ill. He qualified for his teaching certificate at Northern Illinois State Teachers College at De Kalb, obtained his LL.B. by attending night school at the City College of Law in St. Louis, and later received his B.S. and M.A. degrees in education at Washington University, St. Louis, where he is now working on his doctorate. When the various

civic organizations of his community, such as the community chest, the Red Cross, the boy scouts and the public library, want help, they turn to Mr. Baxter.

CARROLL D. CHAMPLIN is professor of education at Pennsylvania State College. One of his activities outside the classroom is teaching a Bible class on Sundays. That he has been able to hold the attention of from sixty-five to eighty-five members of the class over a period of seventeen years testifies to his ability as a public speaker. It also should qualify him as the author of the article entitled "When We Speak" on page 27. The possessor of an A.B. and an A.M. from Haverford College and a Ph.D. from the University of Pittsburgh, he was first an instructor at the latter institution and then a professor at California Teachers College, California, Pa., for five years. He has held his present position since 1926. He has traveled widely in Europe.



G. D. McGrath

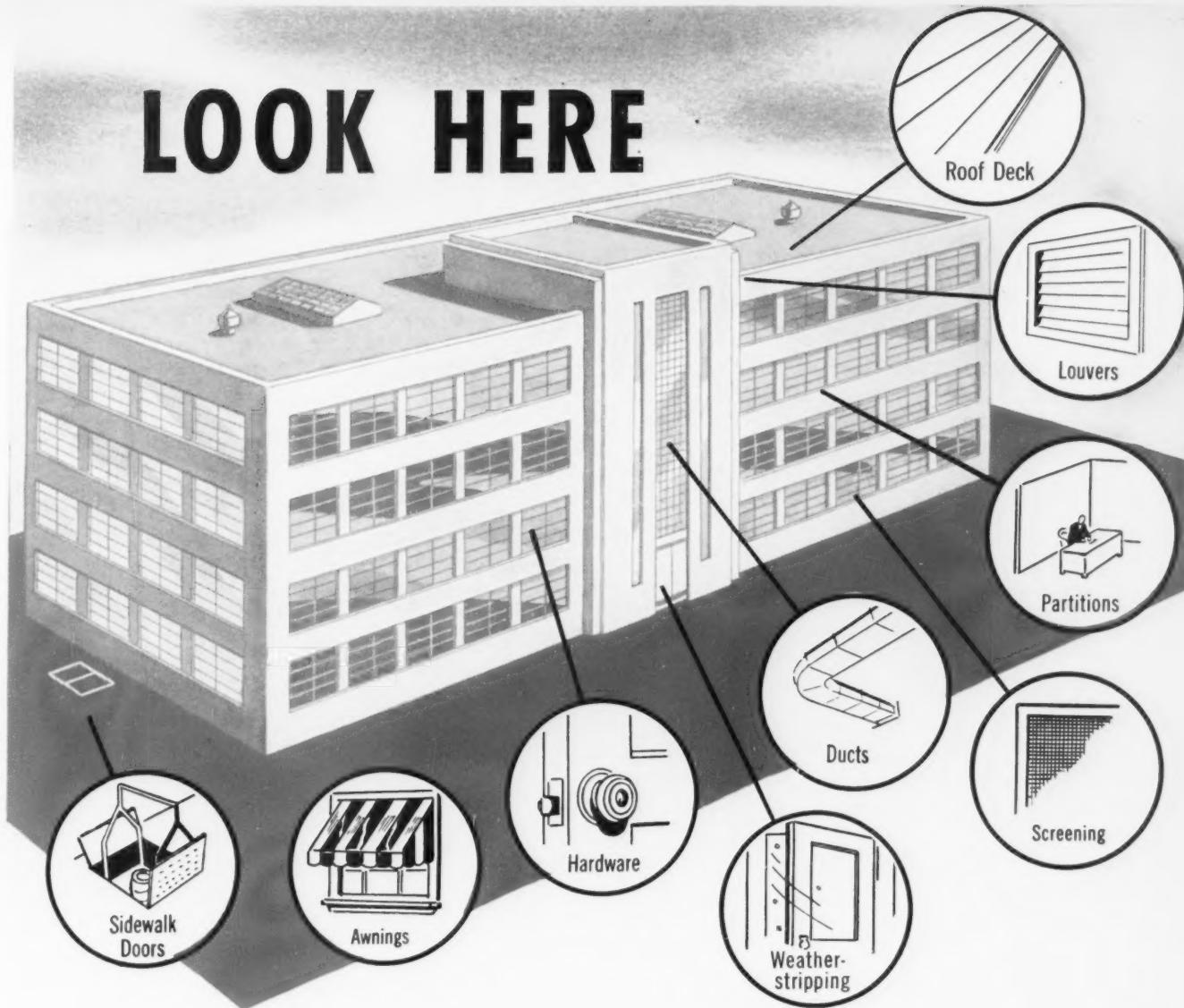
Teacher education and its betterment have been the absorbing interests of G. D. McGRATH, author of the article "Tradition Still Dominates Teacher Training" on page 22. Mr. McGrath writes with wide knowledge of this subject, having completed twelve investigations dealing with the problems of teacher education. It is as director of teacher education that he joined the faculty of the University of Illinois last year. With an A.B. from Findlay College, he started as a teacher in the schools of Lamar, Colo., going from there to the Junior College of Southeastern Colorado and two years later to the public school system of Boulder, Colo. A year at Eastern Oregon College and three years as part time affiliate with the University of Colorado and the Boulder public schools preceded his present connection with the University of Illinois. Along the way he acquired an M.A. from the University of Michigan and a Ph.D. from the University of Colorado. Mr. McGrath's avocation is the study of rocks and minerals of which he has an extensive collection.



L. G. Baxter

ELMER SCOTT HOLBECK, who is assistant superintendent of schools in charge of secondary and adult education at Passaic, N.J., spent six years in the army as a lieutenant colonel. He served in both war theaters and received three bronze stars and the Presidential citation. The holder of a B.S., M.A. and Ph.D., each from Columbia University, he has spent seventeen years as a teacher and principal and eight years as assistant superintendent. Club work and activities of the Military Officers Reserve absorb his time and interest outside of his school work.

LOOK HERE



For ways to cut your maintenance costs . . .

Here are a few of the many places where Alcoa Aluminum can help you fight rising maintenance costs. Check these places yourself. Is corrosion a problem? Does constant repainting add to your mounting expenses? If the answers are yes, turn to Alcoa Aluminum when you repair or replace.

You'll find that corrosion-resistant Alcoa

Aluminum can help you keep down the upkeep and add to appearance, too. Ask your architect, builder, or contractor to *figure it in aluminum*. Then you can figure on years of trouble-free service.

For information on any application of aluminum, write to **ALUMINUM COMPANY OF AMERICA**, 1479 Gulf Bldg., Pittsburgh 19, Pa.

ALCOA FIRST IN ALUMINUM



1888

1948

60 YEARS OF SERVICE

Roving Reporter

Mothers Sit at Pupils' Desks . . . Conferences Instead of Report Cards . . . Children Make Movies . . . Mathematics Can Be Painless

WANTING a better understanding of present day learning problems, a group of mothers whose children are enrolled in the Jefferson School at Muskogee, Okla., asked to be allowed to attend school and go through the same procedure which their boys and girls experience every day.

This was arranged. For one hour daily, extending over a two weeks' period, the mothers went to school and took their children's places. It was decided in planning the project that the program would need to be challenging and present new experiences for the parents. The pre-primer "We Look and See" was chosen as the basic text to be used in classroom instruction but in order to carry out the purposes of the school the material was presented in shorthand.

Booklets containing the stories and illustrations appearing in the children's texts were prepared, with the reading matter in symbols. Word and phrase charts, and final word and phrase drills and check-up tests were all prepared in the same manner. Slides containing the reading vocabulary in shorthand symbols were used.

"The expression on the mothers' faces when they found that their reading lessons were in shorthand will live in my memory many a day," says Kathleen Parks, principal, writing in the *Oklahoma Teacher*. Nevertheless, after a few lessons they understood that mere memorizing lacks logic for learning and that when a child misses a lesson it creates a problem for him.

There were other surprises in store. While lessons were in progress, the fire marshal slipped in and sounded a fire alarm. The mothers didn't know which



way to go or what to do and learned through this experience the value of orderly drills. As a fitting climax, mothers were given report cards to take home to their children.



A CONFERENCE method of reporting to parents is being used in grades 1, 2 and 3 in the public schools of Minneapolis. Each school outlines a schedule to be used by teachers of these grades in holding two conferences a year with parents. Insofar as possible, the first conference is held before December 1, the second before May 1. Exceptions can, of course, be made when a teacher cannot make an appointment with a parent for some reason.

A final report, or brief summarizing statement, is sent on a regular report form to parents at the end of the school year which gives a fairly complete picture of the child's progress in all fields.



TEACHING movie-minded fifth graders in a California school American history by having them make a movie of their own was the inspired idea of Marie Myers Sluchak, teacher in the Miller Street School, Santa Maria, Santa Barbara County. Being herself a movie camera fan, she was able to use her own 8 mm. camera for this project which dramatized the exploration, colonization and pioneer period of American history.

The boys and girls made their own costumes and props for the film, which began with the landing of Columbus. The Colonial period received the chief emphasis. The children made a detailed study of the homes, food, transportation, entertainment and schools

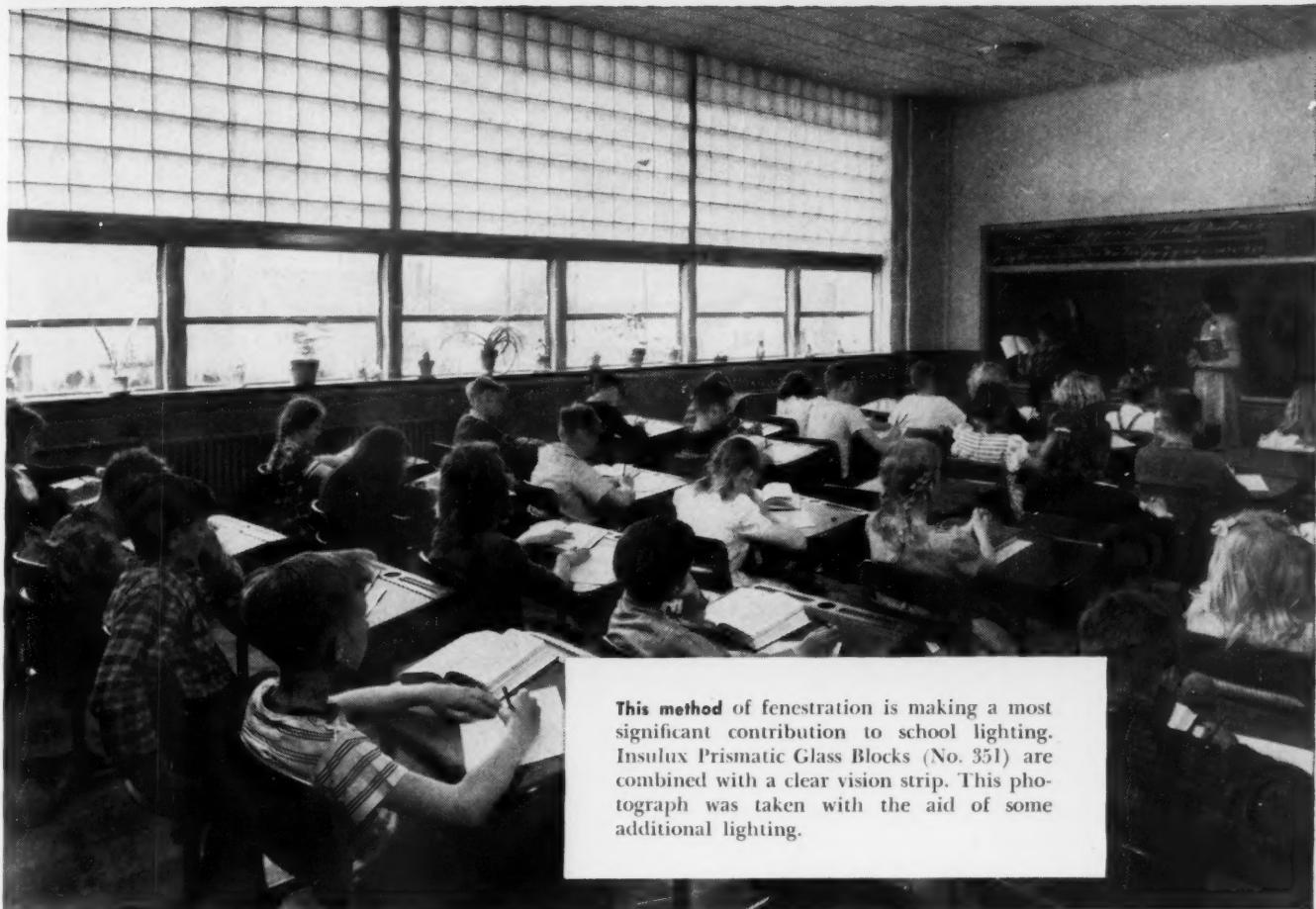
of those early days, the climax of each being the shooting of an appropriate scene.

With the aid of parents, who lent their precious heirlooms, such as spinning wheels, candle molds, quilts, costumes and ornaments, each scene was made as authentic as possible. For the Colonial school scene, the children came to school in costume, the boys wearing short pants, long stockings, paper collars and cuffs which they made themselves, and the girls in appropriate long dresses with hair-do's of the period. All had made their own hornbooks, samplers and quill pens in art class and the Gideon Society had given each one a pocket-sized Bible. Classes were conducted in the manner of the day, with the dunce cap and dunce stool much in evidence.

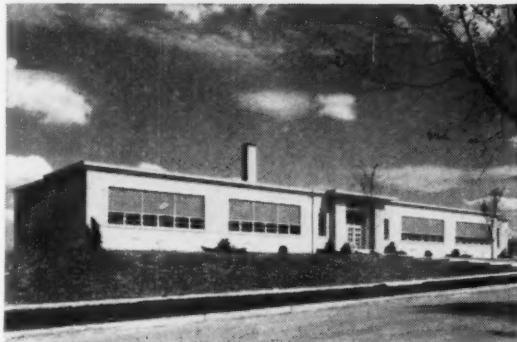
The object of all this was not to instruct fifth graders in the intricacies and technicalities of a cine-kodak and a light meter but rather to teach history by utilizing photography, a new form of art and one in which these particular children had a more than normal interest. It called for research and practice in using the dictionary and encyclopedia; it developed skills and originality.



CHILDREN in Seattle's elementary schools are eased into mathematics painlessly. For example, a kindergarten pupil builds a house out of blocks of different sizes and lengths and learns to measure one against the other. At this point the teacher slips a ruler in on the project and before he knows it the child is dealing with units of measurement and figures. Later on, Red Cross collections, attendance checks and other activities assist him along the mathematical path.



This method of fenestration is making a most significant contribution to school lighting. Insulux Prismatic Glass Blocks (No. 351) are combined with a clear vision strip. This photograph was taken with the aid of some additional lighting.



In the Oakdale Christian School, Architect James K. Haveman, Grand Rapids, Michigan, has created a pleasing, unadorned exterior. See how well Insulux complements his design.

This kind of school daylighting doesn't "just happen"

LOWER brightness ratios, better daylight distribution, designed into new Oakdale Christian School, Grand Rapids, Michigan, by architect James K. Haveman.

This daylighting is the result of long research and careful planning. *It didn't just happen!*

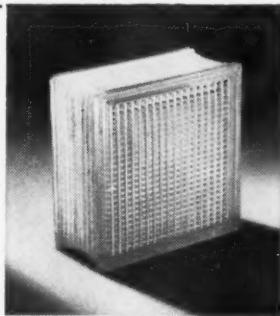
The first factor in achieving these lighting benefits was the development and light-performance measurement of a light-directional glass block fenestration system which could meet the exacting requirements of the school classroom.

Next step was proper interior room design, including reflectivities to make the system work to best advantage.

As a result of studied planning, most brightness ratios are kept within 10 to 1, within a 60-degree cone of vision. Diversity in task brightness from first desk to last desk across the room is kept within a ratio of 5 to 1 under illumination of sky only, and about 3 to 1 under direct sun.

Write for free manual, "Daylight in School Classrooms," which contains complete technical information useful in planning better school lighting. Write Dept. E-123, American Structural Products Company, P.O. 1035, Toledo 1, Ohio. (American Structural Products Company is a wholly owned subsidiary of the Owens-Illinois Glass Company. It has taken over the manufacture and sale of Insulux Glass Block and other Owens-Illinois structural products.)

→
Insulux Prismatic Block No. 351 has been developed for accurate daylight control. The pattern, utilizing the four faces of the block, turns light upward. The ceiling acts as a huge reflector to redirect light downward.



INSULUX
GLASS BLOCK

AMERICAN STRUCTURAL PRODUCTS COMPANY
Subsidiary of
OWENS-ILLINOIS GLASS COMPANY

QUESTIONS AND ANSWERS

Stopping Careless Gossip

How can we combat careless gossip in discussion of school problems?—B.A.K., Wis.

The board of education, the superintendent and his administrative staff, representatives from the teaching staff and from the noneducational employees should work together in the formation of policies affecting the operation of the schools. Staff members, who have participated in the development of educational policies and are thoroughly conversant with the objectives of the schools, will have an appreciation, based on objective facts, of school problems which should enable them to operate as intelligent members of the school system.

A school system that is democratically administered should have a staff that is relatively free of careless gossip.—W. RAY SMITTLE.

Suitable for Gymnasium?

Would asphalt tile blocks ($1\frac{1}{8}$ inch or $3\frac{1}{16}$ inch and approximately 12 inches square), cemented directly on concrete, be suitable for a gymnasium floor, or would injurious results be likely?—H.D.P., Colo.

It is my opinion that such a floor would not be highly desirable for gymnasium use because it lacks resiliency. It would be extremely tiring to the persons who had to play on it for any length of time.—FRANCIS R. SCHERER.

How Much Responsibility?

How can teachers be helped to see their responsibility toward the whole school? Some teachers, I believe, have the feeling that if they discipline pupils in their own room and teach their classes, they have done a good job. Don't we have a responsibility on the playground and in the school building for all the pupils?—J.W.P., Iowa.

I would attempt, with the assistance of the school staff, to develop a philosophy of education which would include at least two fundamental points. Schools are operated by the state and

local community for the welfare of the children. Activities on the playground, in the corridors, and in the lunchroom in which children participate result in child growth and development. Such activities may be more valuable than the regular classroom activities.

Extra classroom duties should be included as a part of the teacher's regular load. Service in the cafeteria and on the playground should carry as much weight in determining a teacher's load as time spent in the classroom.—W. RAY SMITTLE.

What Grade for 5 Years Olds?

The Iowa attorney general has published an opinion to the effect that all schools must provide education for children aged 5 and on up. Is it better for consolidated schools to put children, between the ages of 5 and 6, into a kindergarten or primer grade, or put them directly into the first grade? Because of transportation difficulties, they must be kept in school the same length of time as the older children.—C.W.M., Iowa.

General opinion is that children should not be admitted to first grade before the age of 6. Schools usually find it advisable to require a year of training before the first grade, even though the difficulties suggested in the question are present. The board may require that the children be 5 before entering school, which would seem to be wise when transportation is involved.

Rest periods for children required to stay all day are generally provided.—JESSIE M. PARKER.

Rentals for Certain Items

Should rentals be charged on use of typewriters, musical instruments, and the like in a public supported school?—H.G.L., Iowa.

Nothing should interfere with the education of children at public expense. The Iowa code permits charging rental on textbooks but makes no such provision for rental on library

books, apparatus or equipment. The legality of such a charge is doubtful. It would seem better practice to permit use of equipment free of any charge, except that levied against the individual for damage resulting from his carelessness or malice.—JESSIE M. PARKER.

When School Boards Are Lazy

What should a superintendent do when school board members will not carry out duties assigned to them? They know they are responsible but they lack initiative or interest. This leaves matters to the superintendent or else these things go undone.—H.G.L., Iowa.

As the administrative agent of the board of education, the superintendent is bound to be the principal "doer" and has no reason to feel too discouraged when the board leaves unto him the doing. Usually, things work the other way. The board insists on doing things for which it rightly employs the administrator.

This doesn't mean that a board of education shouldn't work. If I had a lazy board of education, first of all I would present each board member with a personal copy of one of the excellent books now available on board responsibilities.* I would subscribe to a few professional magazines and give each board member a little homework on his duties. I would insist that the board join the regional and state school boards' associations and make it attend the meetings even if much persuasion, gasoline and lunch money had to be spent in the process. Let it see what other boards do when they are in action.

Give each member simple, specific, personal jobs to do, never forgetting that the smoothest running boards act as a "committee of the whole." Give boards such jobs as serving on a refreshment committee following the

*School Boards in Action, 24th Yearbook, American Association of School Administrators, \$2.

Mendenhall, Edgar: The City School Board Member and His Task, College Inn Book Store, Pittsburg, Kan., \$1.50.

(Continued on Page 10.)

*Free to you from
Glidden Experts!* **Today's First and Finest
COLOR SERVICE
... Tailor-made
FOR YOUR SCHOOL**



SPRAY-DAY-LITE

AND BRUSH-DAY-LITE

MAXIMUM LIGHT REFLECTION
1 COAT DOES JOB OF 2
WASHES LIKE TILE
LASTS LONGER

Glidden

Pacemaker in Paints

Since establishing the paint industry's first laboratory devoted exclusively to research on functional color way back in 1930, Glidden has been perfecting today's finest color service. For this service is more than printed guides to general principles—it offers in beautiful, easy-to-follow room elevations complete color prescriptions, based on a study of your individual school and your individual lighting problems.

With this Sight Perfection Color Service and Glidden SPRAY-DAY-LITE, America's fastest-selling interior maintenance paint, you can make your next painting pay tremendous dividends. Schools everywhere which have used this free service during the past 18 years have credited it for creating improved seeing conditions and safer, pleasanter surroundings for students and teachers. The coupon below will bring you more facts on today's first and finest color service—and the reasons why more gallons of SPRAY-DAY-LITE are used in the nation than any other finish of its kind. Mail it today!



THE GLIDDEN COMPANY, Dept. EE-3
11001 Madison Ave., Cleveland 2, Ohio

Please send literature to indicate the practical and thorough nature of the *Sight Perfection* painting program you will design especially for us.

You may have your representative call and demonstrate SPRAY-DAY-LITE in our premises without obligation on our part.

NAME

SCHOOL TITLE

ADDRESS

CITY, ZONE, STATE



THE NATION'S SCHOOLS



★ Editorial Board

ADMINISTRATION

CHESTER F. MILLER *Saginaw Public Schools*
JAMES M. SPINNING *Rochester Public Schools*

CHILD ACCOUNTING

ARCH O. HECK *Ohio State University*
HENRY H. HILL *Peabody College*

FINANCE

LEE M. THURSTON *Michigan State Dept.*
ALFRED D. SIMPSON *Harvard University*

INSTRUCTION

WILL C. CRAWFORD *San Diego Public Schools*
J. CAYCE MORRISON *New York State Dept.*

LAW

M. M. CHAMBERS *Am. Council on Education*
HARRY N. ROSENFIELD *Federal Security Agency*

PERSONNEL

HOMER W. ANDERSON *Newton Public Schools*
WILLARD E. GOSLIN *Minneapolis Public Schools*

RURAL

JULIAN E. BUTTERWORTH *Cornell University*
HELEN HEFFERNAN *California State Dept.*

SCHOOL PLANT

RAYMOND V. LONG *Planning Board, Virginia*
ELMER T. PETERSON *University of Iowa*

INTERPRETATION

WORTH MCCLURE *Exec. Sec'y, A.A.S.A.*
CLYDE R. MILLER *Columbia University*

STATE ADMINISTRATION

ALONZO G. GRACE *Commissioner, Connecticut*
FRANCIS B. HAAS *State Superintendent, Pa.*

BOOKS, SUPPLIES, EQUIPMENT

JAMES B. EDMONSON *University of Michigan*
JOHN W. LEWIS *Baltimore Public Schools*

board meeting; interesting a local service club in providing uniforms for the school band and so on—small responsibilities which may grow into larger understandings.

If I obtained any enthusiasm or action at all, I'd create a distinguished service medal for civic service and see that it was presented with proper ballyhoo. If no action was obtained, I'd use the medal as a reward for retirement.

A few board-faculty parties might help, too. Enlist your prettiest school mams in the cause and if they can't stir up interest, I don't know what will.

If all these expedients do not result in action, I would bid the board an unregretful goodbye and look for greener pastures. The industrious, conscientious, hard working school boards of America are in the tremendous majority, and I'd go get me one even if it meant selling my house at present inflated values.—FREDERICK J. MOFFITT.

Expulsion for Smoking?

Is it too severe punishment to expel high school students who smoke on school property or in school buses, when it is forbidden?—H.G.L., Iowa.

The school laws of Iowa provide (Sec. 4224, School Laws, 1935, Sec. 279.8 Code 1946): "The Board shall make rules for the . . . government of pupils. . . ."

Sec. 279.9 Code 1946, School Laws Sec. 4225—1935: "Such rules shall prohibit the use of tobacco and other narcotics in any form by any student of such schools, and the board may suspend or expel any student for any violation of such rule."

The board has no alternative other than to punish the violation, and the severity of the punishment is left to the judgment of the school board. The punishment is for insubordination.—JESSIE M. PARKER.

From "Dean" to "Counselor"

Should high schools change the title of persons engaged in personnel work from "dean" to one which more nearly expresses the real service performed?—B.D., Ind.

Since the work of such persons should emphasize guidance activities, the trend toward the use of the term "counselor" or "head counselor" seems desirable. — GUIDANCE WORKSHOP, PURDUE UNIVERSITY.

★ Editorial Consultants

FRED C. AYER *University of Texas*
FREDERICK H. BAIR *New York State Department*
L. FRAZER BANKS *Birmingham Public Schools*
SELMA M. BORCHARDT *A. F. of T.*
S. M. BROWNELL *Yale University*
MARY DEGARMO BRYAN *Columbia University*
ARVID BURKE *New York State Teachers Assn.*
FRANCIS S. CHASE *Rural Editorial Service*
HOBART M. CORNING *District of Columbia*
H. W. CRAMBLETT *Pittsburgh Public Schools*
C. L. CRAWFORD *Mankato Teachers College*
W. F. CREDLE *North Carolina State Dept.*
NED H. DEARBORN *National Safety Council*
JOHN J. DESMOND JR. *Commissioner, Mass.*
EARL A. DIMMICK *Pittsburgh Public Schools*
ARTHUR DONDINEAU *Detroit Public Schools*
WALTER C. EELLS *Veterans Administration*
JOHN R. EMENTS *Ball State Teachers College*
SAMUEL E. FLEMING *Seattle Public Schools*
A. CLINE FLORA *Columbia Public Schools*
JOHN GUY FOWLKE *University of Wisconsin*
HARRY S. GANDERS *Syracuse University*
LOWELL P. GOODRICH *Milwaukee Public Schools*
CHARLES E. GREENE *University of Denver*
CALVIN GRIEDER *University of Colorado*
W. W. HAGGARD *T.C., Bellingham, Wash.*
L. C. HALBERSTADT *Terre Haute Public Schools*
RAY L. HAMON *U.S. Office of Education*
DAVID D. HENRY *Wayne University*
THOMAS J. HIGGINS *Chicago Public Schools*
F. G. HOCHWALT *Nat. Catholic Welfare Confer.*
KENNETH HOLLAND *Department of State*
T. C. HOLY *Ohio State University*
HEROLD C. HUNT *Chicago Public Schools*
MORDECAI W. JOHNSON *Howard University*
ARNOLD E. JOYAL *University of Oklahoma*
H. M. KALLEN *New School for Social Research*
VIERLING KERSEY *Los Angeles Public Schools*
HARRY D. KITSON *Columbia University*
GEORGE C. KYTE *University of California*
CHARLES H. LAKE *Cleveland Public Schools*
JAMES D. MACCONNELL *U. S. Navy*
F. DEAN MCCUSKY *University of California*
PAUL J. MISNER *Glencoe Public Schools*
F. J. MOFFITT *New York State Department*
EDWIN F. NELSON *Hartford Public Schools*
K. E. OBERHOLTZER *Denver Public Schools*
A. V. OVERN *University of North Dakota*
PAUL C. PACER *Higher Education, Oregon*
EDWIN H. REEDER *University of Illinois*
PAUL A. REHMUS *Portland Public Schools*
W. C. REUSER *University of Wyoming*
G. E. ROUDEBUSH *Columbus Public Schools*
GEORGE I. SANCHEZ *University of Texas*
F. R. SCHERER *Rochester Public Schools*
R. E. SCOTT *Hennepin County Schools*
H. W. SCHMIDT *Wisconsin State Dept.*
E. R. SIFERT *Maywood Public Schools*
W. B. SPALDING *University of Illinois*
VIRGIL STINEBAUGH *Indianapolis Public Schools*
J. W. STUDEBAKER *Commissioner of Education*
V. T. THAYER *Ethical Culture Schools*
W. W. THEISEN *Milwaukee Public Schools*
CHARLES H. THOMPSON *Howard University*
EDMUND H. THORNE *West Hartford Schools*
VINAL H. TIBBETTS *Am. Ed. Fellowship*
C. C. TRILLINGHAM *Los Angeles County Schools*
JULIUS E. WARREN *University City Public Schools*
W. T. WHITE *Dallas Public Schools*

Strong, Rugged AMERICAN APPROVED Playground and Swimming Pool Equipment

- is worth waiting for!

AMERICAN'S REPUTATION for Building the Finest Playground and

Swimming Pool Equipment has its disadvantages these days. More customers than ever are placing their confidence in *American*, while top grade materials remain extremely difficult to obtain. To keep faith with our customers, however, we cannot compromise on materials or construction; for, we regard equipment durability and the safety of your children as our prime responsibility.

AMERICAN APPROVED Playground and Swimming Pool Equipment

is built to our rigid *pre-war standards* of quality, yet sells for only 17% more than our low, nationally advertised 1941 prices. This means slower shipments, of course, for which we are genuinely sorry; but, you will like us much better five or ten or twenty years from now, when inferior, substitute-built apparatus has had to be scrapped and your honestly-built *American* Equipment still pays you dividends on your wise investment.

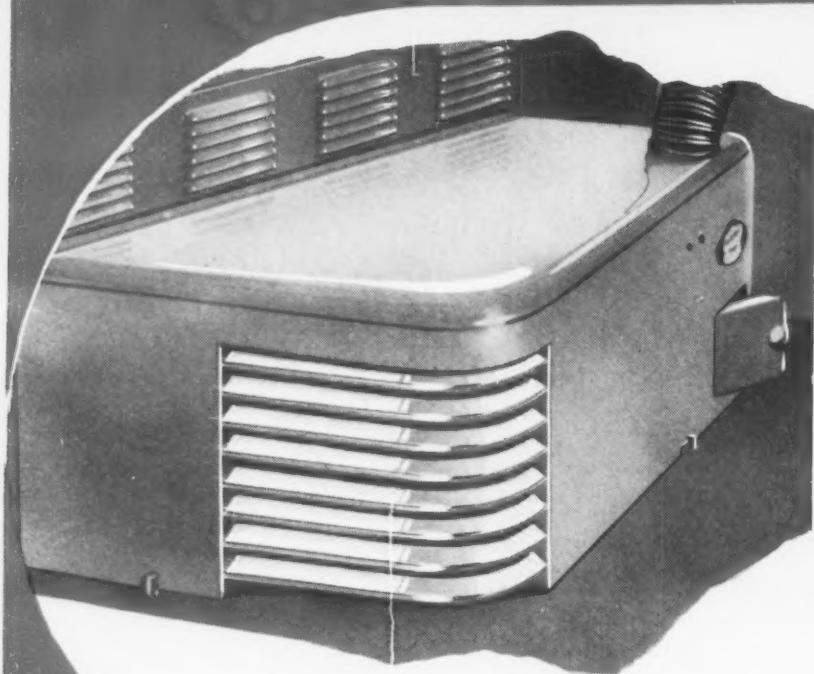
★ ★ ★ *WRITE TODAY*, please, for Catalogs and descriptive Literature. See why **AMERICAN** has led the field for more than thirty-seven years, why *American* Approved Equipment outperforms all others.

A M E R I C A N
PLAYGROUND DEVICE CO., ANDERSON, INDIANA

World's Largest Exclusive Manufacturers of Fine Outdoor
Playground, Swimming Pool and Home Play Equipment

AHEAD....

HI-TEMP FRESH-EN-AIRE



The new and improved HI-TEMP front school bus heater is higher and longer and has 25% more heating capacity. Separate passages direct heat to the driver's compartment and to the windshield defroster.



New HI-TEMP center heater for heating rear of the bus.

THE SCHOOL BUS CAN BE AS WARM AS THE CITY BUS . . with HI-TEMP

Warm, alert children make better students

The newly improved HI-TEMP heaters are as large in capacity as the biggest heaters used in city and intercity transit coaches.

School children may enter a bus equipped with front and underseat HI-TEMP heaters and find it warm all over; from side to side, top to bottom; front to rear, even in the severest winter weather.

Whether combating the icy blasts of a northern state or the penetrating cold of a southern mountain area, the capacity of the combination front

and center heaters is more than adequate to keep the bus warm.

No matter how cold it may be outside, in freezing weather, at zero or below, children and driver ride in complete comfort.

Because HI-TEMP heats with fresh air, children reach their destination in a brighter and more alert attitude toward their studies. Air from the outside puts freshness into the atmosphere and gives it a healthy, stimulating effect.

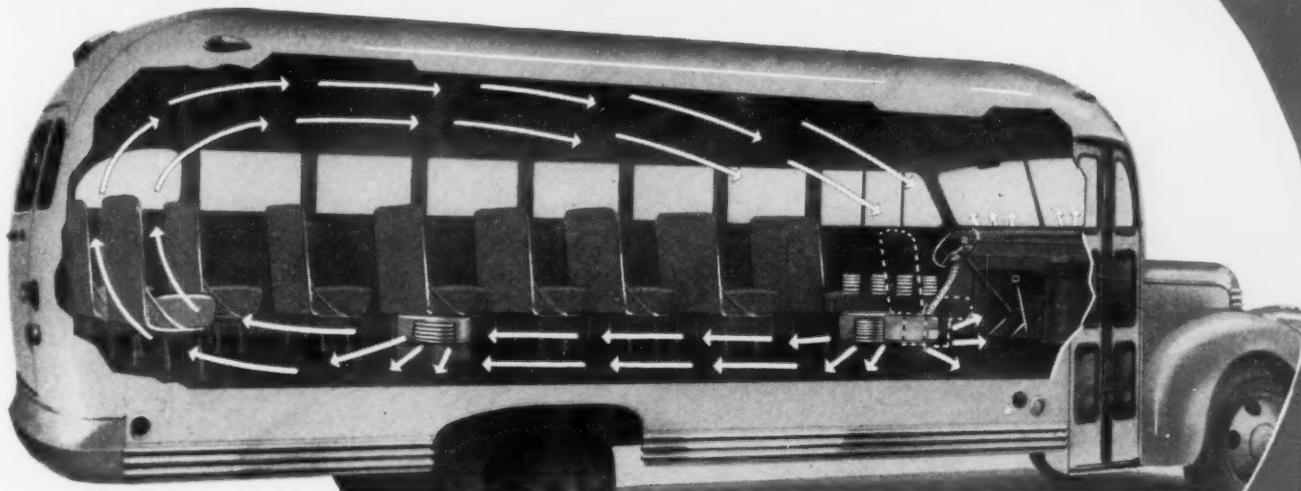
The leading manufacturer of motor coach and school bus heaters

EDMUND HANS INDUSTRIES INC.

10650 CLOVERDALE • DETROIT 4, MICH.

NOW AND IN THE FUTURE

The diagram below shows why complete heater satisfaction is available to all school bus operators. Air from the outside passes through the front heater, is driven down the length of the bus by the powerful TURBOFANS, and is circulated in a complete cycle to reach every nook and corner of the bus.



Front and center heaters combine to give movement, direction and volume of air and heat. The center heater acts as a booster and distributor of warm air. It picks up the heated air coming from the front heater, reheats it, gives it further momentum, and causes it to rise and return to the front. The air is again heated and sent into the bus to form a complete cycle.

HI-TEMP
FRESH-EN-AIRE **COMBINATION**
front and center heaters

**assure warmth to the children
in the severest winter weather**

THE TURBOFAN is your best guarantee of heater satisfaction. It is noiseless . . . no mechanical, metallic or frictional noises . . . no high-pitch "hing" or low-pitch "growl." It has surplus capacity to give extra volume and velocity to the air.

The TURBOFAN is perfectly balanced blade by blade. Blades are formed of special alloy steel and are expertly set for space and pitch. Clearance is held to .016 inch around the periphery. These precision operations reduce wear and increase the life of the motor two-fold.



BE SURE HI-TEMP HEATERS ARE IN YOUR NEW BUSES

Edmund Hans Industries Inc.

10650 CLOVERDALE • DETROIT 4, MICH.



We have a big line, too!

■ The American-Standard line of heating equipment and plumbing fixtures is the most complete made by any single manufacturer. And this leadership in variety of products is another of the many reasons why American-Standard is "First in Heating and Plumbing."

American-Standard products are engineered to do specific jobs as efficiently as possible. They are skillfully designed, smartly styled, sturdily constructed.

Among the American-Standard products intended for school use, you will find heating equipment and plumbing fixtures that will fit your school needs perfectly.

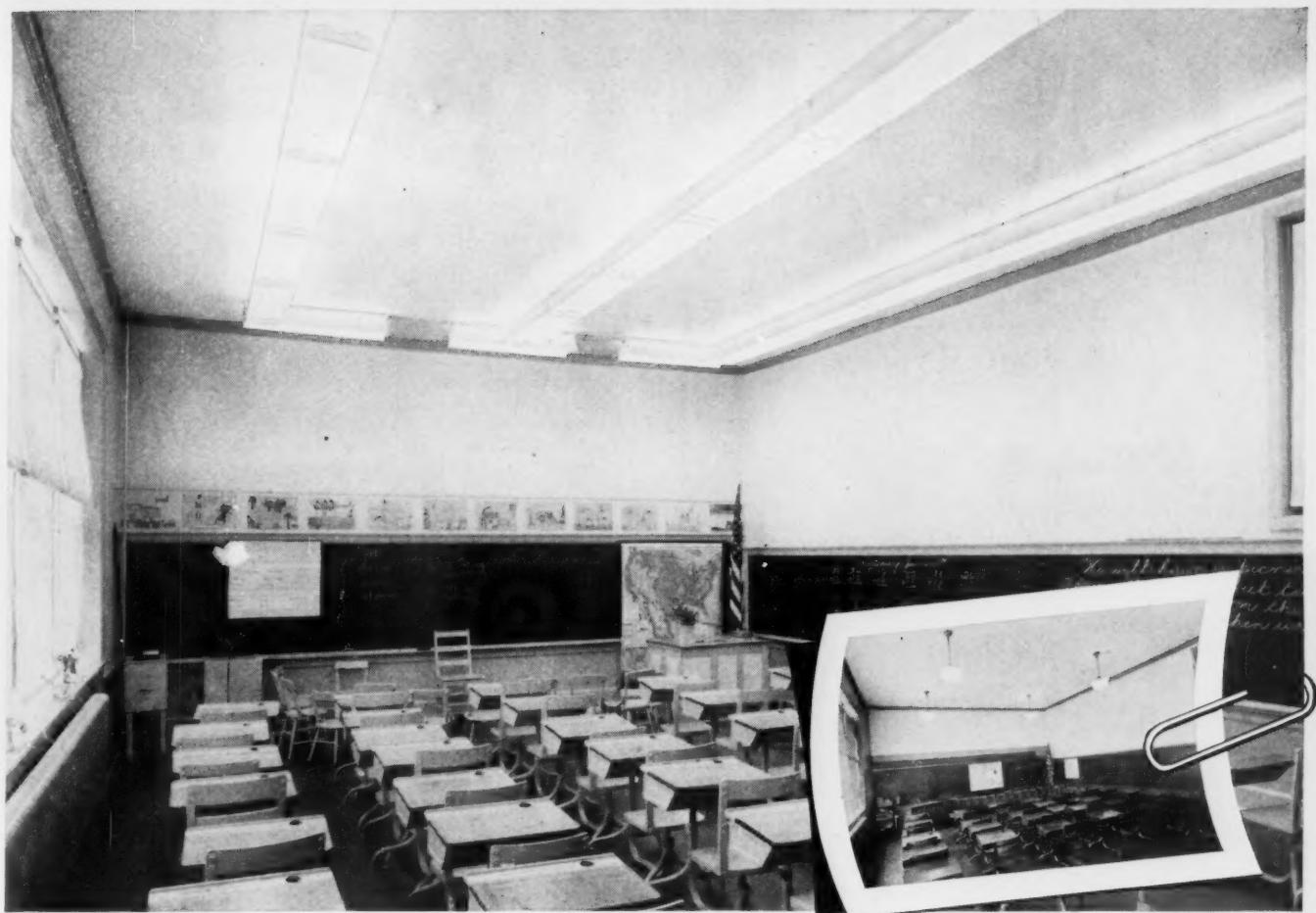
Your Designing Architect and Engineer or your Heating and Plumbing Contractor will gladly help you choose them.

American Radiator & Standard Sanitary Corporation, P. O. Box 1226, Pittsburgh 30, Pennsylvania.

AMERICAN-STANDARD
First in Heating and Plumbing



LOOK FOR THIS MARK OF MERIT—It identifies the world's largest line of Heating and Plumbing Products for every use . . . including Boilers, Warm Air Furnaces, Winter Air Conditioners, for all fuels—Water Heaters—Radiators, Convector, Enclosures—Gas and Oil Burners—Heating Accessories—Bathtubs, Water Closets, Lavatories, Kitchen Sinks, Laundry Trays, Brass Trim—and specialized products for Hospitals, Hotels, Schools, Ships and Railroads.



THE WHOLE ROOM is the lighting system

THE well lighted, comfortable classroom above in Jackson, Michigan, is a far cry from the old room (inset). Now General Electric fluorescent lamps maintain 40 foot-candles of light. Note the three supplementary luminaires parallel to the front wall which provide additional light on the new, green chalk-boards. Ceilings are white, walls soft pastel green. Desks now have light natural wood finish. The whole room serves as a lighting system!

PLANNED LIGHTING wins praise from teachers wherever it is applied. That's because proper lighting makes students more alert and attentive, less fidgety and fatigued. The teacher's

work load is reduced and children learn faster.

For facts and figures on Planned Lighting, contact your electric service company or nearby G-E Lamp office.

WHY IT PAYS TO INSIST ON G-E LAMPS:

1. Complete line to choose from—over 10,000 types and sizes.
2. Quality assured by 480 tests and inspections.
3. G-E makes all lamp parts.
4. G-E is first to produce most improvements in lamps and lighting.
5. Services of G-E lighting engineers conveniently available.
6. General Electric research works constantly to make G-E lamps Stay Brighter Longer.



*Whatever
Lamps
you need*



PROJECTION
Lamps for most types of visual education equipment.



FILAMENT
All types and wattages for every lighting need.



SILVERED BOWL
Indirect lighting at low cost. 60 to 1000 watts.

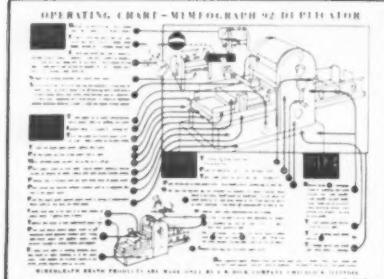
*-G-E
makes
'em all*

G-E LAMPS
GENERAL ELECTRIC

The "Big Four" in school services

—and how school people want them!

1 OPERATING CHARTS for Models 90, 91, 92, Mimeograph duplicators. The visual way to teach duplicator operation. Complete instructions in simple, step-by-step organization. Three colors. Size 50" x 38" for easy reading from any point in classroom.



3 MIMEOGRAPH TRACING PAGES—A NEW PORTFOLIO FOR SCHOOLS. Professional artists have drawn these pictures on school subjects for illustrating your school newspaper, bulletins, posters, other classroom materials. More than 400 sketches and ideas on loose-leaf pages for easy tracing on the Mimeograph illuminated drawing board.

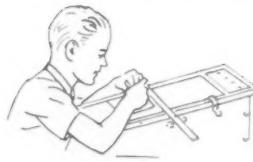
2 NEW TEXTBOOK . . . "Fundamentals of Mimeograph stencil duplication" by leading authorities in business machine education, Agnew (NYU) and Cansler (Northwestern). The "last word" in teaching stencil preparation. Complete course of instruction (15 assignments).

Certificates of Proficiency, awarded by A. B. Dick Company, are now available for students completing the course.



4 SCHOOL NEWSPAPER STENCIL SHEETS, especially form-topped with a 2-column and a 3-column layout, make it easy to produce a professional-looking school paper, annual report, or special bulletin.

ORDER FROM YOUR NEAREST MIMEOGRAPH DISTRIBUTOR—OR WRITE US



Who Can Use These New Educational Materials?

SCHOOL ADMINISTRATORS—principals, supervisors, superintendents, board members—want their schools to have these new teaching aids. They are not only valuable help in teaching, they are also of real assistance in community relations.

TEACHERS—all schools, all grades—want more interesting classroom materials. Your own good ideas "come to life" more easily, when you use stencil sheets to produce these materials.

COMMERCIAL TEACHERS want these modern visual teaching materials. They help pupils to greater independence in the study of stencil duplication, organizing class time to make every minute productive. You spend less time in supervision, more time in individual instruction.

SCHOOL PAPER STAFF—from editors and artists to instructors and faculty sponsors—will get the assistance needed to do the job in a pro-

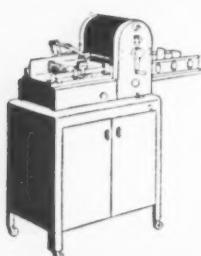
fessional way. Illustrations of all kinds. Complete "how to do it" details. Instructions presented to lighten the burden for teachers, let students benefit from self teaching.

SCHOOL SECRETARIES show "hidden talents." Here is the help you need for those frequent bulletins. Organizing details—attractive plans—illustrations, too—you can do the job yourself, producing it, if necessary, without further help.

Mimeograph
duplicators by

A. B. Dick Company

COPYRIGHT 1948, A. B. DICK COMPANY [®]



- Administrators
- Commercial departments
- School secretaries

A. B. Dick Company, Dept. NS-348
720 West Jackson Boulevard, Chicago 6, Illinois.

Send me more information on your four new school services. I am especially interested in information for:

NAME
POSITION
SCHOOL
ADDRESS
CITY
STATE

The NATION'S SCHOOLS

Looking Forward

Douglas and Civil Liberties

ILLINOIS is celebrating the one hundredth anniversary of the birth of John Peter Altgeld, one of the great American liberals. He was a German immigrant boy who made his way to this country at an early age and was elected governor of Illinois in the early nineties. In him the ideals of American democracy burned so intensely that political considerations were always secondary to justice, tolerance and fair play. He became chief state executive at a time when predatory wealth was willing to go any lengths to maintain privilege over the rights of both farmers and labor. The propaganda of hate which marked this bitter economic and political struggle was climaxed by the Haymarket riots attributed to the anarchists.

The high emotions of the period swept aside reasoned justice as they did in a later generation in the Massachusetts trials of Saccho and Vanzetti. After careful examination of the case Governor Altgeld pardoned three anarchists on the grounds that they had not received a fair trial. All of his reforms and the principles of liberal democracy in which he believed were immediately subjected to a most vindictive propaganda attack. Altgeld's spirit was crushed and he died a few years later.

At the commemorative dinner held in Chicago late in 1947, Associate Justice William C. Douglas of the United States Supreme Court paid high tribute to Altgeld's philosophy of democracy, his interest in the rights of labor, his insistence on social justice, and his great moral courage. He went considerably farther and commented on the strong parallelism between the conditions of the nineties and the current witch-hunt in which, through a carefully nurtured hysteria of fear, there is great danger that the processes of democracy and the rights of the individual may be placed in serious jeopardy.

Among other things Associate Justice Douglas stated that:

"Altgeld's philosophy is relevant to current problems. On the domestic scene his courage and steadfastness are needed for protection of the civil liberties of the people. . . .

"When Altgeld insisted that even anarchists were entitled to due process of law, he himself was labeled a subversive influence. That will often be said today when one insists that the safeguards of the Bill of Rights be extended to all groups, including any minority group

in our midst that may be at the whipping post or the subject of temporary hysteria.

"Yes, it takes courage to stand between an unpopular minority and the community, insisting that our Bill of Rights was designed for the protection of all people whatever their race, creed or political faith.

"But those who are devoted to the democratic ideal expressed in our Bill of Rights will take the direct and daring course. Once they are sure of their facts and know they are doing right, they will, like Altgeld, espouse the cause of the victims of ignorance, prejudice or passion. They, too, may be pilloried or cursed. But institutions become great by the greatness of the men who champion them, by the greatness of the advocacy that defends them. A people indifferent to their civil liberties do not deserve to keep them and in this revolutionary age may not be expected to keep them long. A people who proclaim their civil liberties, but extend them only to preferred groups, start down the path to totalitarianism. They emulate either the dictatorship of the right or the dictatorship of the left. In doing this they erase a basic distinction between our system of government and totalitarianism.

"To allow that to happen is to lose by default."

Educational Goals

THE Commission on Higher Education, appointed by President Harry S. Truman to define "the responsibilities of colleges and universities in American democracy and in international affairs and, more specifically, with examining the objectives, methods and facilities of higher education in the United States in the light of the social rôle it has to play," has completed its task. The results will be published at short intervals in six volumes, each considering one aspect of the total assignment.

It is possible that this study may have greater appeal, serve a much wider purpose, and have larger influence than previous reports of national educational committees and commissions. The substance of the commission's philosophy may be stated in three paragraphs:

"American society is a democracy, that is, its folkways and institutions, its arts and sciences and religions are based on the principle of equal rights for all its members, regardless of race, faith, sex, occupation or economic status. The law of the land providing equal justice for the poor as well as the rich, for the weak as well as the strong is one

instrument by which a democratic society establishes, maintains and protects this equality among different persons and groups. The other instrument is education, which, as all the leaders in the making of democracy have pointed out again and again, is necessary to give effect to the equality described by law.

"It is a commonplace of the democratic faith that education is indispensable to the maintenance and growth of freedom of thought, faith, enterprise and association. Thus the social rôle of education in a democratic society is at once to ensure equal liberty and equal opportunity to differing individuals and groups and to enable the citizens to understand, appraise and redirect forces, men and events, as these tend to strengthen or to awaken their liberties.

"In performing this rôle, education will necessarily vary its means and methods to fit the diversity of its constituency but will achieve its ends more successfully if its programs and policies grow out of and are relevant to the characteristics and needs of contemporary society. Effective democratic education will deal directly with current problems." (Pages 5, 6.)

This view is elaborated and developed in the rest of the first chapter. The remaining four chapters deal with "Education for All," pointing out current inequalities in opportunity and how they may be eliminated; discussing education for free men, the adjustment of education to need, adult education, the social rôle of higher education.

Considerable emphasis is placed upon the growing need for more adult out-of-school opportunities, as well as upon the community college through the 14th year of secondary education, adjusted to the needs of all. The desirability for the school consciously to develop understanding of international as well as community and national problems and the study of other cultures, particularly that of the long neglected Orient, is also stressed.

Witch-Hunt Progress

DESPITE smug denials by some outstanding national publications and an obvious desire to ignore the whole problem by others, there is increasing evidence that the witch-hunt against freedom of learning and freedom of teaching and liberal democracy, while still of reasonable proportions, is gaining headway and may reach outstanding size and significance during the coming year.

Here are a few straws blowing in a decidedly undemocratic breeze: The Veterans of Foreign Wars (Washington, D.C., Post) want to bar "Building Citizenship" by R. O. Hughes, alleging it to be "un-American, irreligious and pro-Communist." Other progressive books are being quickly dropped from the district public schools to forestall possible congressional action.

Many city school superintendents are being subjected to unusual pressures behind doors to drop certain publications which do not appeal to special interest or pressure groups. In no case have specific standards been advanced against which these textbooks may be objectively and impartially judged.

The board of trustees of the University of Wyoming

recently ordered an investigation of all textbooks used in social studies classes to determine whether they "are subversive or un-American," despite the objections of the faculty by a vote of 132 to 24, and of the student body by a large majority. No one at all familiar with this institution would even assume that either faculty or student body contained any radical thought. In some reported instances liberal national publications have recently been eliminated from public school libraries. *The Nation* has been barred from the schools in Newark, N.J.

There is fear in community public schools, in colleges, and in universities. There is a decided nervousness among textbook publishers. There is growing fear among ordinary civil employees of municipal, state and federal governments. Quiet whisperings have created uncertainty and premonitions of dangers to and reprisals against those who believe in liberal democracy.

Twenty-two members of the conservative Yale University law faculty recently felt conditions sufficiently serious to urge that the House Committee on Un-American Activities be abolished and that procedures for keeping disloyal or suspect people out of federal employ be liberalized, for "there are alarming signs, and persecution for opinion, [which] if not soon curbed may reach a point never hitherto attained even in the darkest periods of our history."

The fundamental right of every accused person to be confronted in court by his accuser has been at least temporarily abrogated by the decision of the federal committee investigating disloyalty to accept the anonymous accusations furnished by secret operatives of the Federal Bureau of Investigation. Even on the assumption that the government is dealing with a new type of danger, there is no justification for this radical departure from American legal theory and practice. It is undemocratic, un-American, and smacks of inquisition. The United States can protect itself against internal danger without resorting to the practices of a police state.

The well publicized investigation of native and foreign Fascist activity proposed by a subcommittee of the House Committee on Un-American Activities, under the chairmanship of Representative John McDowell of Pennsylvania, has been dropped on the grounds that there is nothing to investigate. There is sufficient evidence of heavy expenditures by native Fascists to make a court case, let alone a congressional investigation.

In the words of Henry Steele Commager, professor of history at Columbia University, in the September 1947 *Harper's Magazine*:

"Who are those who would set the standards of loyalty? They are Rankins and Bilbos, officials of the D.A.R. and the Legion and the N.A.M., Hearsts and McCormicks. . . .

"What do men know of loyalty who make a mockery of the Declaration of Independence and the Bill of Rights, whose energies are dedicated to stirring up race and class hatreds, who would straitjacket the American spirit? . . .

"Who are those who are really disloyal? Those who inflame racial hatreds, who sow religious and class dissensions; those who subvert the Constitution by violating

the freedom of the ballot box . . . those who deny freedom of speech and of the press and of assembly."

There is a witch-hunt in this country. Unless the teaching profession is ready to fight to maintain those fundamental educational essentials within democracy—freedom of learning and of teaching—there may soon be few schools worthy of the name.

Married Teachers Win Again

FOR more than half a century the St. Louis board of education has banned the permanent employment of married women as teachers on the assumption that qualifications to teach are economic and not professional.

Suit was finally brought in the circuit court to test the right of the board of education to discriminate against married women teachers. The lower court upheld the action of the board on the quaint economic theory that "married women who have husbands to support them should give way to single women."

This decision was immediately appealed to the state supreme court which ruled that the lower court was arbitrary and unreasonable since its decision rested on the untenable assumption that the right of a woman teacher to hold a position should be based on financial considerations rather than personal fitness and professional ability.

This decision, together with the commissioner's rulings many years ago in New York State that the tenure rights of a woman teacher could not be abrogated or impaired either by marriage or by bearing a child, are gradually producing an accumulation of legal precedents which will ultimately remove all restrictions from the continued employment of married women teachers. The gradual elimination of discrimination against married women teachers will also assist materially in the building of a more stable profession by eliminating the current heavy mortality among the youngest and best teachers because of their desire to mate, make a home, and rear children. There is no incompatibility between marriage and teaching. In our own opinion, other things being equal, married women teachers are better teachers than those who do not have so normal an emotional life.

Twelve Months School

PRACTICALLY every change in and addition to the instructional program of the American public school since 1840 has been first promoted as a means of saving money, a new way of doing the regular task for a lower cash outlay. The same pattern is now being followed by some advocates of the twelve months school, particularly for the elementary grades, which promise to be unusually crowded during the next decade.

According to this reasoning the twelve months program is a means for increasing the capacity of the elementary building by providing four quarters instead of the conventional two semesters now almost universally in effect. Each child would attend for only three quarters or practically the same span of time as in the semester plan, but use of the fourth quarter would expand the capacity of a building 25 per cent.

There are many arguments for the twelve months school and the employment of all teachers on a twelve months basis but economy is not one of them. Except in the most favorable climatic situations, it would be difficult to obtain favorable parental response to any program which would increase the out-of-school time of the child, particularly during inclement winter weather. It is also undesirable to work teachers during the four quarters of the school year without a vacation or a long recreation period. They would soon show the effects of strain in greatly reduced classroom efficiency.

The functional purpose of the twelve months school is to increase all-round efficiency by providing greater flexibility and richness in the program, better opportunities for individual adjustments, and diverse types of experiences, such as neighborhood recreation, farming, camping and conducted travel. It would provide teacher opportunity for objective appraisal of the instructional program and time to plan for improvement. It is also a means for obtaining greater growth and efficiency in teaching by providing directed programs of formal study and workshop experience.

These improvements will require larger rather than smaller outlays for current expense. Superintendents should wisely make deeper study of the total situation before presenting these enlargements to boards of education as economy measures, only to have the people rudely awakened to increased expenditures after the change has been made. In this manner schools might avoid the mistakes made when the kindergarten was added to the elementary school, and the lower secondary years first organized as junior high schools.

Education's Loss

THE decision of Colin English, state superintendent of public instruction in Florida since 1937, to enter the 1948 gubernatorial primary is a real loss to public education. Although operating in a highly political climate where elections to public office in a one-party state always seem to be more bitterly partisan than under the two-party system, Supt. English has conducted his office on the basis that public education could not afford to be partisan in selection of personnel and administration of program. He kept in office able individuals who had guessed wrong on his first election, asking only that they contribute to the improvement of public education.

Against great indifference and the power of numerous vested interests, he strongly supported the great reform movement developed under the direction of the Florida Citizens' Committee on Education appointed by Gov. Caldwell. The influence of both governor and state superintendent, combined with that of the committee members, the educational leaders, and the constructive editorial consideration by the majority of newspapers, resulted in the adoption during 1947 of the most comprehensive plan for educational improvement in any of the states.

The Editor



Charles Arthur Barker

FOR MORE EFFICIENT STATE OPERATION

Increase in Educational Responsibilities Calls for Consolidation of Agencies

AN ITEM of capital importance in the legislative programs of many of our states during this year and next is the reorganization of the state school authority.

Movements are on foot in many parts of the country to create a quasi-corporate form of organization in the state educational headquarters. As the proposal is most commonly drawn, it would dissolve the various minor educational agencies of the state and consolidate their power and duties with the state board of education.

This board would thus become the controlling body for the state's effort in public education and would have at its command an administrative staff headed by the chief state school officer. This officer, commonly called the superintendent of public instruction or commissioner of education, would be the executive officer of the board and the principal educational administrator in the state government.

Current interest in the development of this quasi-corporate type of organization appears to be more lively than ever before and stems from more than one cause. Partly it should be at-

LEE M. THURSTON

Deputy State Superintendent
of Public Instruction, Michigan

tributed to the great increase in the scale of public educational responsibility following hard on the heels of the war, and partly to a desire to consolidate agencies for efficiency.

The numerous separate agencies, accumulated over the years, that encumber operations in many of our state governments give rise to the suggestion that general integration is urgently needed. This condition is usually at its most complex in the sphere of state educational organization.

In Michigan, to choose an example, the state's educational effort has become so large as to reduce to petty dimensions the scale of expenditure of fifty years ago, when its educational agencies were already numerous. During the fiscal year 1946-47 education drew on the Michigan state treasury in the amount of \$100,000,000 and in 1947-48 for about \$135,000,000. In 1948-49 state support will be more than \$160,000,000.

Those sums are split up for disbursement purposes among four inde-

pendent constitutional agencies and five statutory agencies, apart from several state departments with minor institutional programs of education, and apart, of course, from the public school districts. The only certain meeting point of the many state educational agencies is in the annual combat for appropriations.

What is obviously needed in Michigan, as in any other state whose education authority has been arrived at by accumulation, is a drawing together of the scattered state agencies that deal with community education, and a consolidation of their powers in a single board that can act with a full sense of responsibility for the state.

The quasi-corporate form of educational organization has been tested and proved efficient in eight states: Arkansas, Connecticut, Delaware, Maryland, Minnesota, New Hampshire, New York and Vermont. It is now undergoing a test in Missouri. Broadly speaking, it is the counterpart, at the state level, of the educational organization that is to be found in every United States city except St. Paul, albeit some city school boards have

more than one "chief" executive. The advantages of corporate-type organization have been advocated again and again by Cubberley, Strayer, Moehlman and many other writers on school administration.

Implicit in the creation of a consolidated state education authority is the giving of power to the state board of education to choose its executive officer. In those states in which the chief state school officer is elected by the people (there are thirty-one such states) this change presents formidable difficulties.

LET LAY BOARD APPOINT OFFICER

Cubberley, Strayer and Moehlman repeatedly have declared that the chief state school officer ought to get his office by appointment by a lay board of education, whose sole concern in government would supposedly be the furtherance of the state educational program. One reason for their insistence on this method is that such a board so empowered would be far more likely to lay hold of a first-class man than would any conceivable system of popular election.

To be sure, educators with a real sense of dedication are sometimes drawn into elective educational offices, but the risks are so formidable as to daunt two persons out of three. A school man does not often accumulate an independent fortune and, unlike the lawyer and physician, he does not have a private practice to return to when he stands for principle and loses.

A board with power to elect has more to offer the right person than do the people with power to elect. The board can offer equal prestige and equal power and it can give more security and greater opportunity for keeping intact the professional integrity of the chief state school officer. An officer employed by the board will be a better officer, and the board will be a more effective board than if it is obliged to rely for the execution of its policies upon someone independently chosen.

But this expression of viewpoint is not assented to by all chief state school officers. The state superintendents of education and executives of state education associations were sounded out not long ago by Donald M. Ewing, associate editor of the *Shreveport Times*, on whether the chief state school officer should be elected or appointed. Mr. Ewing reported that thirty-four state superintendents, sev-

enteen of them now elected, believed their post should be appointive, while seven favored election and seven were noncommittal.

His finding is, therefore, not wholly in accord with the often repeated observation of Payson Smith that all chief state school officers prefer the system under which they hold office. Mr. Ewing reported that the executives of the state education associations were virtually unanimous for appointment.*

Missouri recently turned its back on the elective system and made constitutional arrangements for getting a state board of education with power to choose the state commissioner of education. In many other states the necessary preliminary processes to this end have been set in motion and are gathering support. A 1947 canvass of chief state school officers shows more than one fresh impulse.

SURVEYS RECOMMEND IT

Surveys recommend the change in Alabama, California, Idaho, Michigan, Tennessee, Washington and West Virginia. The Florida Citizens' Committee on Education has proposed it, along with a consolidation of state educational agencies. In Montana a governor's commission on elementary and secondary education has recommended it. In New Jersey the issue was defeated in the 1946 legislature. In West Virginia a constitutional change was narrowly defeated by the people in 1946.

In North Dakota a bill on the subject, providing at the same time for a merger of state educational agencies, was developed a year ago. In Michigan constitutional changes leading to the quasi-corporate structure have been repeatedly sought, and in 1947 a bill proposing a constitutional amendment was again introduced and carried the declared support of the Association of University Women, the state education association, the Federation of Labor, the National Congress of Parents and Teachers, the Farm Bureau, Grange, and other civic groups. The bill died in committee.

Not all chief state school officers favor the corporate type of state headquarters organization. Some are uncertain and a few, particularly in the South, express aversion. Says one Southerner: "I am definitely committed to the idea that the schools

ought to be kept close to the people. . . . I would prefer that the state superintendent . . . be elected by the people." Says another: "Continue to have [him] elected by the people. You will enjoy a greater degree of democracy."

In the two-party states that continue to use the long ballot for state elections, close observers feel that the process of popular election has not kept the minor elected officials close to the people in a constructive sense. They feel that it has, in fact, kept them in closer association with party and educational pressure-group bosses, which is not always the same thing. That it should be believed to have succeeded in doing otherwise in any of the one-party Southern States is surprising.

It is an error to suppose that an educational official will gain strength from periodic contact with the people at election time. Getting elected is so pleasing an experience as to sharpen the average appetite for more political conquests of the same sort and to cause an official to steer his course accordingly.

The elected chief state school officer is seldom the dominant figure on his party's ticket. He usually is swept into or out of office by circumstances he cannot control and seldom can influence. When he is a member of the dominant political party, it is getting the nomination that counts, and for this honor he may have to pay dearly.

NO STRINGS ON APPOINTEE

A school administrator who gains his office by board appointment is not eternally distracted by political irrelevancies, but the elected school administrator is by contrast dependent upon favor, at least to some degree. He is bound to propitiate those who nominate as well as those who elect, more particularly the former. Wherever the long ballot is used in state elections, an educator's political availability is decided on the basis of many factors not connected with his competence for the business he is elected to manage.

It has sometimes been supposed that when a state adopts the corporate type of organization for its educational authority the state department of education is taken completely out of politics. That is not strictly true, although the change may succeed in breaking off party controls. The removal of the state education office from the central governmental sphere is not desirable.

*The report was produced in mimeographed form by the *Shreveport Times* in April 1946.

A chief state school officer who severed the political connections and neglected the political advantages of his office would make himself as useless as some of them have been who are unwilling to take risks for the good of education. To be effective the chief state school officer must be able to operate freely within the top power structure of the government, where the large political decisions are made.

Political scientists and other students of government are divided on the question of whether the state board of education ought to be appointed by the governor or to be elected by the people. A case may be made out for either side, but the burden of argument stands on the side of appointment by the governor. When state board membership is elective, edu-

tors tend to gravitate toward it, and thus there is achieved a condition of professional instead of lay control.

When a governor has the power to appoint, the board can be made broadly representative of the interests of the people, always a thing to be desired. It is generally true that a governor when making his educational appointments will pay slight attention to the usual political considerations and will be receptive and responsive to advice from citizens interested in good education.

The corporate type of state educational organization appears to be ready for extension to many more states. There is an awakening desire for it on the part of the public, or at any rate in a large part of the public that wants basic improvement at the state's end

of the community education problem.

However, sweeping reform of the sort proposed here can ordinarily be accomplished only upon the initiative and through the exertions of citizens and organized groups outside the sphere of professional education. Always there are forces to be overcome. Every state has interests that are hostile to basic educational reform on the supposition that it will lead to higher levels of service which in turn may bring on higher levels of cost. These and other influences may be hard to counteract. The department of education itself can seldom change its governmental setting. The transition must be accomplished through the work of general officers of government supported by organizations of citizens without ulterior interest.

TRADITION STILL DOMINATES TEACHER TRAINING

THE aggressive young public school educator sadly shakes his head as he returns to his alma mater for a visit this year. It doesn't take long for him to realize that the preservice education of teachers is today little different from what it was ten years ago when he was graduated from college. He feels a sense of pity for those who must go through the teacher education program to which he was subjected.

He can almost reenact the feelings of despair and frustration in the minds of those who are about to enter a profession for which the training has been inadequate and poorly planned. And yet, despite the gloomy outlook, he has hopes that teacher training will improve. He has faith in the educational leaders of today that something will eventually happen.

THE DEAR OLD STATUS QUO

He has heard that important revisions are being instituted and that new discoveries will gradually lead to more effective preparation for all teachers. It would be well to examine the possibilities of realization of these hoped-for goals.

During the last six months I have examined the educational programs of about 400 institutions of higher learning. From this group, the programs

G. D. McGRATH

Director of Teacher Education
University of Illinois

of about 200 which are primarily interested in the training of teachers were more carefully perused. It must be admitted that the consistent adherence to what might be referred to as the traditional pattern for the last ten years was alarming. Less than 10 per cent of the programs studied indicated any inclination toward noticeable divergencies from the well known framework of teacher education.

In further quest of information, I tabulated many opinions of recent college graduates who were teaching in the academic year of 1947-48. Approximately one thousand opinions were used as gathered from a questionnaire. Eight hundred and sixty-four of the respondents stated definitely that they felt their preservice teacher training was extremely inadequate. Ninety-six per cent stated that they would like to take another teacher training program if it could be revitalized and made more practical. Five hundred and twenty-three persons stated that, in their opinion, the greatest need was for more and better methods courses which correlated with subject matter areas.

An examination of the literature dealing with teacher education problems reveals amazing profundity during the last five years. Hundreds of articles have been written, many of which have analyzed the weaknesses of present training programs and offered suggestions for improvement or correction. Dozens of specialists have been working diligently to bring about needed changes.

And yet, the disappointing feature is that we are not making gains rapidly enough! Too many are discouraged because too little has been accomplished and it will take too much time before needed improvements can be made.

WHAT IS LACKING?

At the outset it should be admitted that the teacher trained for schools of today should not be a mere academician. Rather, today's teaching calls for a well balanced individual with a worldwide horizon. He must be a competent student of world affairs and command the respect of those interested in the social welfare of all the peoples of the world. But these qualifications are not enough.

He must be a teacher, too! In order to be the best teacher possible, he must be well trained to teach. Some individuals may become good teachers

without special training, but most of them will be far better teachers if they have adequate training. If the goal of better training is to be realized, we must have institutions equipped and devoted to the proposition of giving it.

No one solution of our dilemma is evident and it is unlikely that the same set of conditions would offer a universal panacea. Programs will have to be geared to the area served and requirements therein established.

TEN SUGGESTIONS

However, there are ten specific suggestions, well within the reach of all teacher training institutions, which should bring about marked improvement, if carried out. They are:

1. Institute well reasoned experimental programs.

Possibly every college could well afford to study and set up an experimental program in teacher education to ascertain what can be done under varying conditions.

2. Utilize opinions of students.

Teachers in training, recent graduates now teaching, and those planning to enroll in teacher training courses have many practical suggestions which are outgrowths of personal thought.

3. Capitalize on opinions of specialists and of laymen.

There may be wide divergencies between members of these two groups but careful selection can be exercised to make many of their suggestions worth while for consideration.

4. Set up a clearinghouse of ideas for improvement.

Work with neighboring institutions and others that are willing to participate. We should be professional enough to share our findings for the improvement of our preservice preparation.

5. Participate in teacher education conferences.

We need more of these. Perhaps there could be a national conference each spring and several regional ones each fall.

6. Constantly conduct research to develop the best methods of training teachers.

Research need not be on an elaborate scale in order to have merit.

Even minor investigations often render a service toward improvement when the investigator has enthusiasm and conviction about his program.

7. Call on professional groups or committees for assistance.

There are several groups and committees actively working on teacher education problems. We should let them know that we are interested in what they are doing and learning and that we expect great things from their efforts.

8. Encourage more contact, professionally and socially.

Trainees, potential trainees, and those in the field should become better acquainted with those of us who are contributing what we can in teacher training programs.

9. Profit by suggestions found in articles written in the field of teacher education.

See that all staff members working in preservice education for teachers are aware of what others are thinking and saying via the literature.

10. Let each of us interested in improvement accept a challenge to show enlightened leadership in improving teacher education.

This can start with an increased enthusiasm for what can be achieved. It can start with innovations in the courses we now teach in the present framework of teacher preparation. It can start by assuming a personal obligation to do what we can to bring about improvement.

Herein lies the best opportunity to give our professional lethargy a "good kick in the pants." If each of us working in teacher education programs would become an ardent minuteman of leadership, aggressively dedicated to the cause of improvement, new developments would come almost miraculously.

Other suggestions than these ten will come to mind in the reader's thinking. Let's put some of them to work to the end that later appraisals and inventories of preservice education programs will show great increases on the merit side of the ledger of professional teacher education.

PLANT PLANNING—A Review

"YOU WANT TO BUILD A SCHOOL?" By Charles Wesley Bursch and John Lyon Reid. New York: Reinhold Publishing Corporation, 330 West Forty-Second Street. 1947. Pp. 128. \$3.50

"Our school district intends to build a new building. What do we do first? What are the next steps?" Bursch and Reid have attempted to answer such questions in this publication.

They discuss thoroughly, in readable and readily understandable fashion, the planning process and the administration of the plant program. Early in the book they take up the relationships of individuals and agencies to the planning process: the pupil, the teacher, the superintendent, the board of education, the architect, the educational consultant and others. It is their thesis that all of these people and agencies have a proper place in school plant planning and that the planning will be really successful to the degree that each has an opportunity to make its contribution and perform its proper service.

Frequently the careful planning of school buildings is counterbalanced by

the misuse of the plant, once it is constructed. The authors recognize this weakness and have included an excellent chapter on the use of the school plant.

The administrator and the architect who are interested in how to plan will find a great deal of help in this book. It is not a code, guide or manual. It contains no information regarding the design of the building itself. Rather it goes back of this to the fundamentals of planning and the administration of the building program.

This reviewer believes that the book could have been improved by less emphasis upon relations and requirements peculiar to California and by clearer illustrations. However, the general approach is sound, the style is clear and readable. The book contains much help for anyone engaged in building planning. If used, studied and followed, it should make a real difference in the quality of school building planning.—WILFRED F. CLAPP, assistant superintendent, school organization and plant, Michigan Department of Public Instruction.

HAVE THE SCHOOLS KEPT PACE?

ARE the schools of America as bad as the articles say? Is it true that our system has failed in its purpose of educating children so that they are prepared to take their place in a democratic society? Basically, are our children being taught to be "grown-up babies"?

A tax supported system of education, such as we have here in the United States, was bound to have many defects in the beginning. There was no precedent for such a system and its evolution occurred largely through experimentation. Mistakes were made and retrogression followed, but new ideas were always in abundance, and eventually better methods were evolved.

ILLITERACY HIGH IN 1880

In 1880, at the beginning of our great industrial expansion, there were approximately 16,000,000 children of school age. Of this number 10,000,000 were enrolled in the schools, but only 5,000,000 attended regularly. The resulting illiteracy was such that more than half the people who voted in that period were unable to read and write.

Today, we still have people who can neither read nor write, but they live in the backward sections of our country and their number is steadily decreasing. Statistics show that more than 30,000,000 boys and girls now attend school and that our literacy is extremely high. This is in spite of the fact that funds for schools always seem the last thing to be granted and in times of depression are the first to be taken away.

This growth of our educational system, which has been equaled by that in no other country, seems to indicate that the general level of education has been greatly raised during the last sixty-five years. That such growth will continue is evidenced by the great number of students now attending college. Scoffers may negate this statement by saying that the government and the G.I. Bill of Rights are now filling the colleges. This is true at present, but college enrollment was on the increase in 1940 before there was such a thing as the G.I. bill.

Fortunate was the school of 1880

LA RUE G. BAXTER

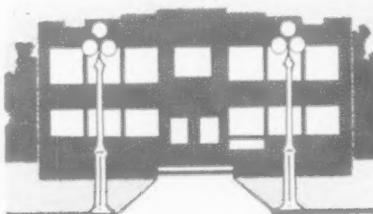
Elementary Principal, Venice Public Schools
Venice, Ill.

that had one teacher who had been to college. In those days any pupil who had completed the eighth grade was eligible to take a teachers examination and start teaching. The situation was not without its bright spot, however, as teachers colleges were in existence by this time, and many of the other colleges were offering courses in education.

Rare, indeed, is the school of more than two teachers today that does not have more than 40 per cent of its staff college trained. Most states now have laws which require a bachelor's degree or four years of college for a certificate to teach in the elementary or high schools. Colleges, too, have raised requirements for faculty members.

NEED FOR BETTER TEACHERS

The extent of improvement in the American school system that would result from the addition of better qualified teachers would be hard to estimate. The benefit of the experience of years is handed down through the educational departments of our universities and colleges. While in college, the teacher learns that experimentation and research play an important part in his success. Modern courses in child psychology enable him to understand pupils and give them better guidance. Surely, the better qualified teacher has



improved and will improve our schools tremendously.

An elementary pupil of the schools in 1880 could walk into some of our one-room schools of today and find little change over the time when he went to school, so far as the appearance of the building and the materials therein were concerned.

This, however, would be the exception rather than the rule. The newer schools benefit from study of the things that were wrong with the old ones. While it is true that some architects design school buildings without consulting the teachers, who will guide the work in that building, this practice is rapidly disappearing. School architects of today seem to sense that the buildings of the past were clumsily designed for proper school procedure and are now designing structures that can best be utilized by teacher and pupil. Modern plants are roomy, airy, well lighted and equipped with useful teaching aids.

TEACHING MATERIALS HAVE GROWN

A visit to a modern school will start with the kindergarten, where pupils are becoming accustomed to group play and group situations, or "the socializing process." In the first grade and on up through the eighth, modern textbooks will be found in large numbers. This is in contrast to the reading classes of years ago where one textbook was used during the entire year. Now many texts are used, giving the pupils the advantage of a wealth of good reading material. Also, there are reading charts and a host of materials which explain visually that which formerly was explained by word of mouth.

Tables in the lower grades and seats designed for good posture are also found. Library books are more colorful and in larger print than those of former years.

We find also that the school has a film library. Films are shown by means of the school's own projection equipment, right in the classroom.

A music room and art room also are available in most schools.

It is debatable whether the parent of today is as interested in his child and his school as was the parent of the past. Some parents seem to be too busy with their own interests to participate in those things which will make good citizens of their children.

It is not enough to provide adequate food, shelter and clothing. The child needs the benefit of associating

with his parents. Giving a child money to go to the show so that he will be out of the way for the evening is convenient for the parent, but it is damaging to the child when carried to excess. Seldom do we see gatherings today in which all the family participates, as in the past. A child left to his own resources is as likely to go the wrong way as the right.

Under the influence of movies, comic books and radio murder programs, the child of today is in need of parental guidance more than ever before. Newspapers carry stories of crimes committed by youths seeking a "thrill," who got the idea from the radio, had seen it in a movie or in a comic book. Parents could change some of these conditions by making a vigorous appeal as a united group, but too many are disinterested. Here again, the school must assume an additional load. If parents intend to place more and more of the task of rearing their children on the school teacher, they should be willing to pay for it. Or else they will need to discharge their parental duties with more zeal.

VOCATIONAL TRAINING OFFERED

Educators are cognizant of the tremendous task of training pupils who wish to learn the various trades. Industry has assisted with the training given in the school. Vocational schools work closely with industry in attempting to teach the skills that are needed. Many schools give aptitude tests and advise pupils as to the vocation for which they are best fitted. Most schools are making an honest effort to cooperate with industry.

The product turned out by the American school system is the finest in the world. No claim is made that this graduate is perfect, but he certainly is not a mollycoddle. In World War II, his ready sense of humor, his initiative and ability to use the things at hand and his inventive genius made him the best of soldiers. The Nazis found him courageous and a great builder of machines.

Educators ask, "Where did he get all of these qualities?" From the home? Yes, some. From the movie and the radio? Yes, some. From the school? Yes, by all means. If our schools are able to teach the things required of a good soldier, it seems that they must be doing a good job. The American school does not train its youths for military service, however. It trains them for all phases of real life.



WHEN WE SPEAK

CARROLL D. CHAMPLIN

Professor of Education, Pennsylvania State College

SCHOOLMEN are frequently called upon to speak in public. We render our profession a fine service when we give a good account of ourselves on such occasions.

It is advantageous for us to know that audience personnel can be divided into three classes: those who are always receptive and agreeably responsive to any effort, those who are critically attentive to and appreciative of an address presented in a superior manner, and those who are habitually cynical and suspicious of the speaker's intelligence, scholarship or sincerity.

The American public deserves a better brand of platform addresses and after-dinner speaking than it is getting today. Democracy prospers when its constituents are enlightened and encouraged to seek the truth. The effective communication of vital information is an instrument of great worth in the motivation and elevation of our people. Lectures, forum programs, joint debates, and town-meeting deliberations are fast becoming features of our unique adult education activity.

LET'S STRIVE FOR CLARITY

This postwar era of reconstruction will find us all benefiting from our many exchanges of experience. There will always be attentive and considerate audiences for those who have something worth hearing. Our thinking will be more reflective and meaningful, and our social objectives will become more tangible and realistic when we shall have acquired clarity, objectivity and authority in our speaking. Let us strive for these goals.

It is not necessarily true that we want less public speaking, but rather that we need more and better addresses by men and women preeminently equipped to instruct and inspire us.

Community clubs and civic agencies have here a specialized function and mission, namely, to foster and employ the best available talent to make their programs more genuinely and constructively helpful to their membership.

THE SCHOOLS' RESPONSIBILITY

And it is the responsibility of our schools to produce a greater number of competent speakers, persons who are thoroughly informed and specifically coached to be appealing, invigorating and productive of both cultural and practical benefits. There should be a place in our philosophy of democracy for plain talk and fruitful discussion when related to persistent research and the energetic interpretation of our most difficult American problems.

When we speak, let us be sure that what we say is important and without prejudice. When we appear publicly as program participants, let us test our subject matter and shape our method so as to be most stimulating and convincing. In this way only can we rise above superstition and bias and make our educational contribution to the knowledge-hungry nations that seek to fashion a more peaceful world.

The ministry of education demands of us whose profession it is to enlighten humanity that we state the truth fully, fearlessly and effectively.

Teacher Morale Is Improving, but—

Gains May Be Temporary. Seven Factors Involved.

HAS TEACHER MORALE* improved during the last twelve months?

The answer is "yes," in the opinion of 87 per cent of the public school administrators who participated in THE NATION'S SCHOOLS recent nationwide survey.

But the improvement has been moderate, and has been the result of several factors.

As might be expected, higher salaries are the principal reason for the improvement. Teachers also are encouraged by the establishment or improvement of salary schedules.

The morale of the profession also has been influenced by the return of better qualified teachers or, conversely, by the dismissal of the emergency teacher.

The survey reveals that another contributing factor has been the establishment of better staff and community relationships. The principles of cooperation and democracy are being practiced as well as preached, according to testimony from various states.

Other conditions adding in lesser degree to the improvement of teacher morale are: more nearly adequate facilities and equipment, improved physical environment in the school, lighter work load, and tenure (or continuing contract).

Not included in the check list but mentioned as a factor by several superintendents has been the public's appreciation. Teachers have been heartened by the fact that citizens have at last discovered the forgotten teacher and are willing to assume greater responsibility for the parent and teacher teamwork inherent in public education.

The verdict that morale has improved is by no means unanimous. Teachers in several communities are more discouraged than they were a year ago, according to some reports.

Typical comments from many states are quoted verbatim.

*Teacher morale was defined as "a mental state dependent upon such factors as zeal, spirit, hope and confidence."

Higher salaries is possibly No. 1 as far as aids to morale are concerned. A problem does exist in the smaller communities where the salaries are low, proportionally speaking.

The increased salary and establishment of our salary schedule have improved our morale by 100 per cent. The teacher feels that she is, at last, getting paid for her work.

For the first time, a rural teacher is earning a living wage in the Texas public schools.

Higher salaries have provided a psychological cause for improvement in morale, in that the teacher feels better as a member of a community when he can mentally compare salaries with unskilled workers and find teachers' salaries comparing more favorably than before.

Teachers are more satisfied to stay in the teaching profession, for there aren't so many

opportunities to obtain other jobs that pay as much as teaching.

New schedule last year and will be improved for next year. Committee of teachers now working with superintendent and board committee on common problems.

Teachers' salaries are still too low in face of rising living costs. I think more money and longer contracts for deserving teachers would improve morale still more.

Emergency teachers, for the most part, have had a demoralizing effect upon the profession:

I find it difficult under suggested salary schedule to give credit for experience.

The quality of teachers now available is too low. When that has been improved, the other weak points of the teaching profession will improve.

When substandard people have been replaced with trained people, we may expect further increase in morale.

My teaching staff is definitely poorer.

We need younger teachers.

The only difference I see in my force is wondering if the high salary will continue. We shall never have any change until we get rid of this old group of teachers.

The large number of poorly qualified "emergency" teachers, along with the large number of teachers who have returned to teaching as a sideline to pick up some added family income, have been demoralizing.

As soon as well qualified teachers are available, our headaches will improve. Local teachers who meet the minimum requirements are more interested in pay checks than in teaching.

Teachers that have remained on the job are well qualified. The emergency teachers have harmed our entire school program. The government did not issue emergency licenses to doctors—why teachers? It would be better to have half-day schools than to have emergency teachers working with our most valuable national assets.

Higher salaries definitely help, but much improvement is result of better qualified and professionally-minded teachers.

A few of the less well qualified teachers have been eliminated locally.

Quality of teaching has been better, although the difficulty in keeping a full staff has been greater than last year.

Dictatorial attitudes are softening: Teacher morale is better in our school because of a better relationship between

HAS TEACHER MORALE IMPROVED DURING THE LAST TWELVE MONTHS?

Yes—87% . No—13%

TO WHAT EXTENT?

Moderately	45.6%
Considerably	23.9
Slightly	20.5
No reply	10.0

FACTORS CONTRIBUTING TO IMPROVED MORALE

Higher salaries	90.0%*
Establishment of definite salary schedules	42.2
Better qualified teachers	37.2
Better staff relationships	32.8
More nearly adequate facilities and equipment	19.4
Improved physical environment in school	17.8
Lighter work load	15.0
Tenure or continuing contract	10.6

*Percentages are based on number of respondents checking each factor.

the teachers and parents brought about by our grading system.

Teachers are willing to cooperate without feeling imposed upon.

War conditions to a great extent produced unwholesome dictatorial attitude with those who are out of the service. Slowly they are softening.

Teachers accept the responsibilities of democracy rather reluctantly and are often confused in what they should do. I believe, however, that progress is being made in this direction.

Teachers are discouraged by heavy work loads and cheerless environment:

Loads are still too heavy. Physical equipment too old.

There is need of lighter work load and improved physical environment before the morale of the teachers in this state will show much improvement.

No improvement—poor working conditions, such as cramped quarters and teacher overload.

When the teacher in our rural schools compares her salary with that of a teacher in a neighboring city, her spirit doesn't receive much of a lift. The increasing work load works on her morale in reverse.

When more teachers and better facilities are available, there should be a marked increase.

WAR MORALE WAS BEST

It seems that those teachers who served during the war and under discouraging circumstances still were ready to carry on as best they could, and their morale was probably the best I have known in my twenty-eight years' experience as a superintendent. Those teachers really met their assignments with a smile. I hardly expect to see that morale equaled in my experience. It is good today, but due to the relaxation and release from patriotic duty, it is hardly up to the wartime standard.

Teachers are happy that citizens are showing greater understanding and appreciation of public education:

The community respect for the teacher and the general interest shown in the schools' problems have done some to improve teacher morale.

The biggest factor has been the feeling that the public is interested and understands the educational problem better now than it did ten years ago.

The teachers feel that the salary rise has given them recognition as professional people. They feel it is a public gesture of their value to a community.

An important contributing factor is that teachers appreciate the nationwide sympathetic interest that the public has taken in school problems and teacher welfare, particularly as reflected in press and radio.

Teacher morale is at an all-time high in our school district. Our teachers are happy in their work, happier still that the Ameri-

can public has attempted to understand and work on teacher problems.

I firmly believe that the attitude of the public has been expressed through the daily papers and periodicals as well as on radio programs to the effect that the public schools must be staffed with personnel well enough paid to keep them out of the pauper class. Salaries and public attitude have helped.

Improved morale results from combination of factors:

Higher salaries, fewer pupils, definite salary schedules are all major factors in making for better morale. Teachers want *security* as much as anything else in teaching.

Teacher morale in our own system has improved considerably because of better salaries, better staff relationships, and better teachers. Our new schedule (range \$2400 to \$5200) has attracted superior teachers.

The morale of the teaching staff in our school is much improved over last year, because of higher salaries, salary schedules, tenure, more adequate facilities, and better staff relationships.

Our staff is old in age and experience. Their morale has always been high. It is somewhat difficult to improve morale when it is already high. An average salary of \$4100 and average class size under 20 have contributed to better morale. The entire staff is working on curriculum revision. Teachers meetings are devoted to this work. The curriculum committee works on school time, rather than an extra job on their own time. I think this factor has helped morale.

Tenure and good retirement fund laws needed in some areas:

In small schools, teachers are still being pushed around unjustly because of the absence of tenure laws (Kansas). There is a feeling that if a teacher does not move to a larger school in two or three years, he is unambitious and is often dismissed for no other reason.

No improvement—lack of tenure in Iowa.

Retirement law improved in Washington.

Improvement is only temporary. Salary gains are lost through increased cost of living:

In the metropolitan area (Detroit), cost of living continues to be a problem affecting morale. Increases help, but available funds do not meet living requirements.

During the last few weeks, many of the teachers feel they have lost all the gains through increased cost of living (Washington).

In the fall of the year, teachers were greatly encouraged by the increase in salaries, but the cost of living has again increased so as to make the salary increases ineffective (Wisconsin).

The teaching morale, in my opinion, has improved, but inflation has practically nullified rises in our system. Without these

increases, I am sure we could not have had a qualified faculty this year (Texas).

Teachers are in general "restless." What gains were made in increased salaries for the present school year have been more than lost through increased prices and costs of living during this period (Iowa).

Teacher morale was higher last fall than now. Where higher salaries were a contributing factor, it has now been minimized by continued rise in cost of living (Colorado).

PARENTS EXPECT TOO MUCH

Morale would be higher but for the educational irresponsibility of pupils and often their parents as well. The total "educational load" is too often placed entirely upon the teaching staff of a school. The teaching profession can improve our schools and their own lot by reemphasizing the total responsibility of life.

Much of the gain in morale has been lost by the inflationary influence, and teachers see themselves again at the bottom of the economic ladder. Teaching loads have been increased, offsetting higher salaries. Tenure would help counteract receding morale without expenditure of funds. Better qualified teachers are not available and, at present rate that youth is entering the profession, will not be available for many years to come.

In Illinois reorganization is in such a state that teachers do not know what to expect. This uncertainty makes them feel that any gains that have been made may be only transitory. Reorganization means better schools. That is what the public is being told, but teachers know that better schools will be more expensive schools. Some are willing to pay higher taxes now, but very few will be willing to do so when their incomes begin to shrink.

Conditions are worse in some communities:

The lack of qualified and interested people makes the regular teachers wonder if it is worth while to try to improve themselves when they see emergency teachers drawing the same or better salaries.

A number of men teachers of my acquaintance are dissatisfied. Some say that they do not plan teaching much longer. This is especially true in regard to superintendents.

Two teachers place their home first (which is just); one is teaching against her desire. I do not look for too much improvement until competition is made greater by bringing a fair percentage of younger and better trained teachers into the field. The incentive to maintain the older good teachers and attract new ones can come about by better standards for the profession, including salaries comparable with other professions.

No. Our staff received really substantial increases, plus the salary schedule which they proposed (unaltered), but instead of reacting gratefully and enthusiastically, they show much the same attitude as did the unions after the passage of the Wagner Act. It is noteworthy to point out that each of the factors stated as possible reasons for

improved morale have been given to them, with the exception of the fourth in your list, lighter loads. At the present time it is physically impossible to lighten loads because of the limits of our school plant.

No. The ever-rising cost of living, the reluctance of many boards of education to deal openly and fairly with their teachers in devising a salary policy, the persistence of outmoded administrative units, and the relatively small disparity between the ranges of beginning teachers and those who have been in the business for a number of years in places that do not have schedules, all tend to lower morale.

The increased cost of professional improvement and travel and the large numbers of "permit" teachers have lowered morale. So has the tendency of the public to look upon teaching as something for those who can't do anything else. Larger classes are the general rule, and with rising salaries, the public and boards of education are expecting more community work from their teachers. Boards are also insisting on more intensive classroom supervision and systematic teacher rating.

YOUNG PEOPLE NEEDED

No. Teachers in general are still discontented. Higher salaries will not be the ultimate aim in setting up teacher morale. The fact that teachers have other part-time jobs, such as being housewives, prevents participation in some school activity guidance. Parents must look up to the teaching profession more than many are doing if we expect children to respect teachers. This factor is keeping many young people from entering the profession. Higher salaries have invited old teachers back into the fold not so much for the love of teaching, but for the check which comes at the expiration of the month. Many teachers commute between homes and teaching community, with no other interest except to put in the five-hour or the six-hour day. Their influence is not felt in the community.

The increases were not enough to satisfy most teachers, and rising prices this winter have kept morale down.

Inflationary conditions threaten to turn the morale curve sharply downward if not soon checked.

Even though salaries have risen, I don't believe the teacher's *relative* position compared to the professions' has been benefited.

The cost of living is a continuing factor in keeping morale lower than it should be. Teachers realize the financial ceilings their districts are up against, and worry that salaries another year will not satisfy the cost of living.

Before morale can become high, salaries for teachers must be raised sufficiently high so that business, industry, and government service will not recruit desirable teachers from the ranks of the teaching profession. Salaries in our area (Wyoming) are not yet high enough.

The new minimum salary law passed by the 1947 Vermont legislature affected elementary teachers greatest. Many high school teachers are not pleased with over-all effect on their wages.

Has restlessness subsided?

Pupils are much less restless than during war years.

Teachers are still restless, and so are people in general.

Some hope derived from prospects of greater federal and state aid:

The outlook for federal aid and state aid in increased amounts improves our morale.

Federal aid to teachers could easily be had by eliminating income tax on their salaries, which is tax money anyhow. The

hope of aid has helped the morale somewhat.

Much yet to be done:

There still remains a need for much greater improvement.

The improvement is, I think, only temporary. We shall have to solve many other deterrents to good morale if we are to go farther.

There is much to be done yet. The teachers need to grow into a truly professional group; to *feel* a true pride, not just think so and give lip service.

Oppose Sectarian Domination

New Organization Plans National Campaign to Uphold Separation of Church and Public Education. Manifesto Lists Eight Objectives.

TO BE known as Protestants and Other Americans United for Separation of Church and State, a new organization has established headquarters in Washington, D.C.

In a manifesto issued by some of its leaders, the purpose of the new group is defined as "to assure the maintenance of the American principle of separation of Church and State upon which the federal Constitution guarantees religious liberty to all the people and to all churches of this republic."

Warning that "the principle of separation of Church and State is in peril of nullification by legislatures and courts, and by federal, state and local administrations," the document asserts that support from the public treasury for parochial schools already is being obtained through action that is "minimized as trivial or disguised as falling within some other category than that of its ultimate intent." Certain marginal services are cited, "such as bus transportation, free lunches and free textbooks."

President and one of the signers of the manifesto is Dr. Edwin McNeill Poteat, president of Colgate-Rochester Divinity School. Three vice presidents, also signers of the manifesto, are G. Bromley Oxnam, bishop of the Methodist Church, New York area; John A. Mackay, president, Princeton Theological Seminary, and Charles Clayton Morrison, former editor of the *Christian Century*. The fifth signer is Louie D. Newton, president, Southern Baptist Convention. The two other officers are treasurer, E. H. DeGroot Jr., a former official of the Interstate Commerce Commission, and recording secretary, J. M. Dawson, ex-

ecutive secretary of the U.S. Office of Baptist Public Relations. Other members of the executive committee include E. E. Rogers, associate editor of the *Scottish Rite Bulletin*; Charl Williams of the National Education Association; Frank H. Yost, an editor of the Religious Liberty Association publications, and Clyde L. Taylor, secretary of the National Association of Evangelicals.

In its statement of eight immediate objectives, the organization outlines a program of public relations and promises aid to any who are seeking to protect their public schools from sectarian domination. It hopes to cover the nation by extending its organization into every state.

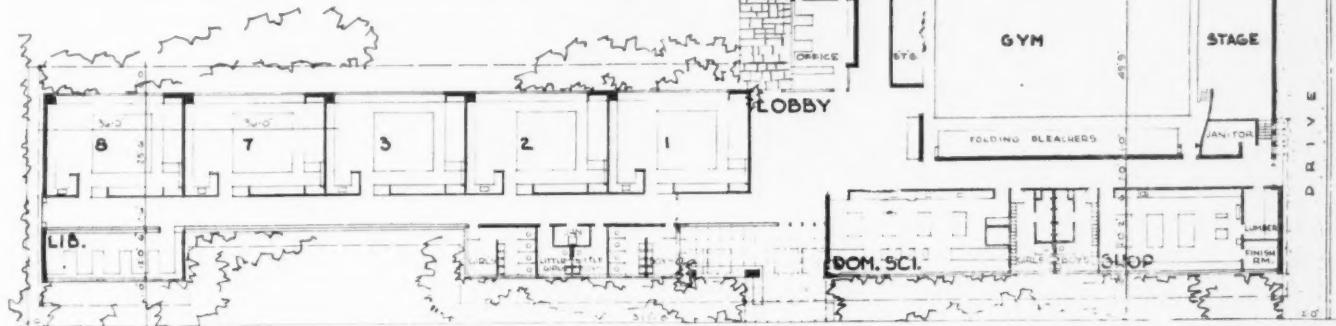
A reply to the manifesto was issued through the National Catholic Welfare Conference, of which the Most Rev. John T. McNicholas, archbishop of Cincinnati, is chairman of the administrative board. The archbishop maintained that "there is no authoritative interpretation of the First Amendment declaring unconstitutional federal aid for children attending other than tax-supported schools. Our history shows many precedents of government aid to private schools."

Criticizing the manifesto for disagreeing with Supreme Court decisions, the archbishop said, "Is it not strange and utterly un-American mentality on the part of the signers of the manifesto to make the charge of criminal weakness against the majority of the Supreme Court in handing down a decision that runs counter to their wishes?"

John E. Swift, supreme knight of the Knights of Columbus, also denounced the manifesto.

GREENWOOD SCHOOL AND HOW IT *Grew*

Information supplied by
H. R. McCALL, Superintendent
and
WILLIAM A. GANSTER, Architect



1 The city of Waukegan, Ill., spread northward until a one-room rural school appeared in its corporate limits. This anachronism was modified when three rooms were added. War accelerated the city's growth, and recently the board took the third step in the Greenwood School expansion program. The plan above shows Stages 2, 3 and a possible 4.

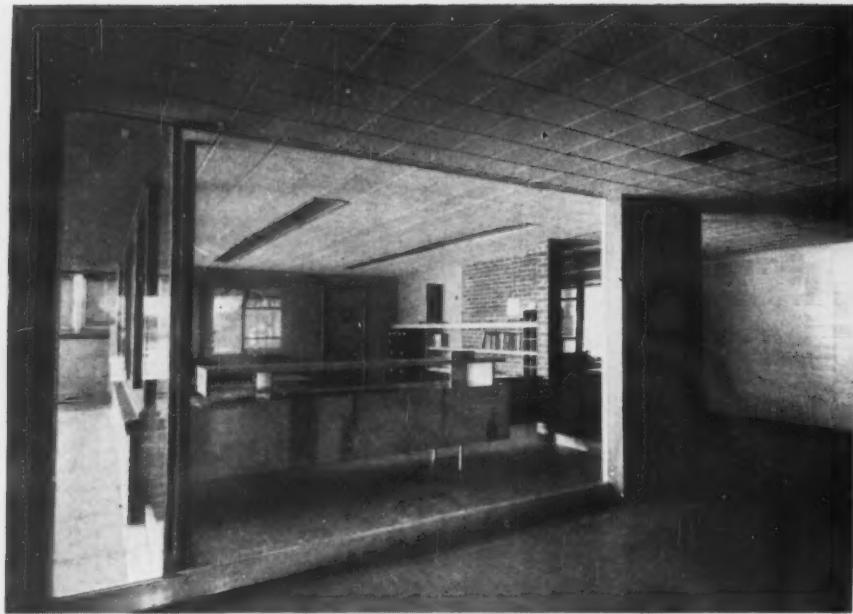
Architects Ganster and Hennighausen of Waukegan were handed the assignment of placing five new classrooms, shop, domestic science laboratory, library and

gymnasium-auditorium on a restricted site. South orientation of classrooms was impossible. The new classrooms are bilaterally lighted by means of a clerestory over the corridor; extensive use of roof projections denies admittance to the east-west sun during school hours.

Panel heating has been used, a network of pipes being buried in the concrete slab carrying low temperature hot water. Control is automatic, varying with outside temperature. Because the air supply, introduced for ventilation only, does not recirculate, exfiltration is produced.



2 The modern façade of glass, brick, steel and ornamented cement hides all trace of the original structures. All the new classrooms and corridors have one exterior wall of hermetically sealed double glass.

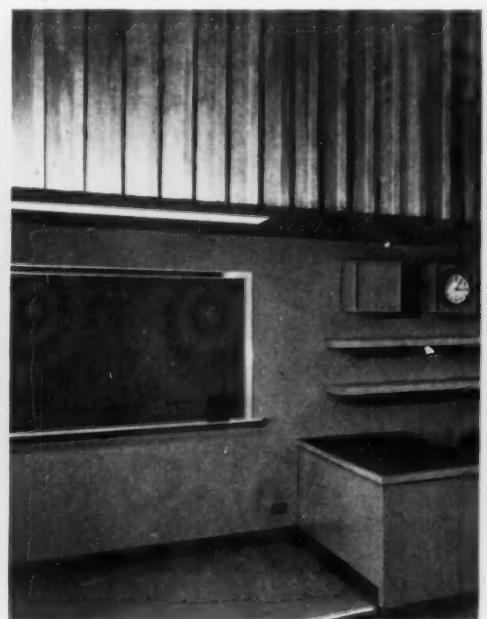


3 Pupils and visitors enter a wide colorful lobby with ample bench and bulletin board space, and look straight into the glass enclosed principal's office. At first, Principal O. L. Detweiler had grave doubts, but he grows fonder of his goldfish bowl each day. Pupils know whose parents are conferring there, and Mr. Detweiler knows whose horseplay is enlivening the corridors; in some way this mutual knowledge seems to stimulate morale. Note the counter construction, behind which are two built-in executive desks, a radical departure but apparently it is satisfactory.

4 The extensive use of asphalt tile flooring and of acoustical tile ceilings and the minimal use of plaster on the walls are exemplified in this view of the corridor leading to laboratory, shop and gymnasium. Eight gay colors appear in the building, in addition to the natural finishes.



6 The teacher really enjoys her workshop for, except for the toilets (across the hall and in two sizes), the classroom unit is complete in itself. The modern seating is factory made, but the rest of the furniture is built in. Up front are a low stage and a green glass chalkboard; on the left is a window wall; at the rear is the activity center, and along the corridor side are wardrobes and supply compartments. Beneath the windows is a continuous seat with lift-up tops for storage. Classroom (and gymnasium) doors open into vestibules, thus cutting down accidents from pupil collisions with them. Each room is painted a different color.



7 Outsiders have criticized the inflexible aspect of the built-in teacher's desk at the right of the low stage. Recently questioned, the teachers defended the idea, declaring that a better desk location would be hard to find. They don't sit while they are teaching, and the fixed position serves them well enough.



This corridor and its extension to the north, or classroom area, are brilliantly daylit. A part of the covered entrance court may be seen with its ornamental cement block pillars, low seats and flower boxes, all emphasizing the horizontal. Note the roof projection beyond porch ceiling.



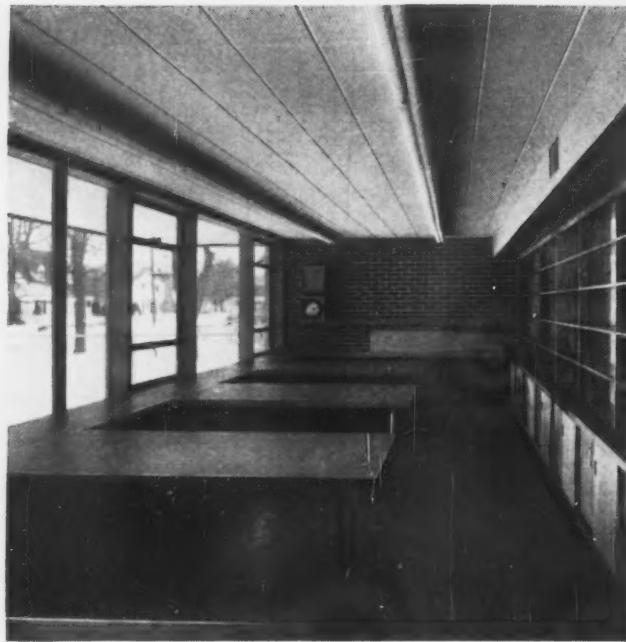
5 The domestic science laboratory features custom-built work tables, in addition to an imposing battery of gas and electric stoves, sinks and sewing machines. Stainless steel is much in evidence. The glass display case adjoining the doorway, a feature of each regular classroom, here extends from ceiling to floor so that full length dresses can be displayed. Flooring is terrazzo. The fluorescent strip lighting shown is characteristic of classrooms and industrial arts shops. Cupboards, counters, sinks and refrigerator occupy almost the entire sweep of wall.



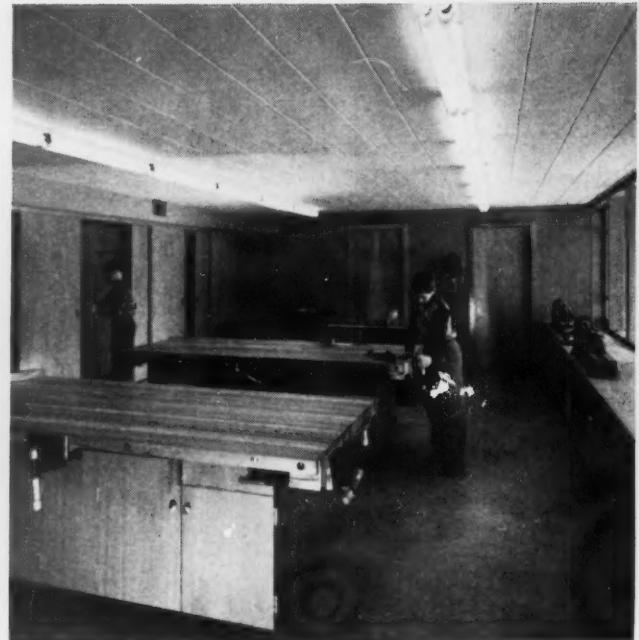
The teacher's coat closet is immediately behind her desk. This view shows a corner of the clerestory, the acoustical ceiling, the wood finished upper walls and the plastered lower walls painted in strong color. Over the nonseating area the ceiling is dropped to form room corridors that have flush ceiling lights, as shown.



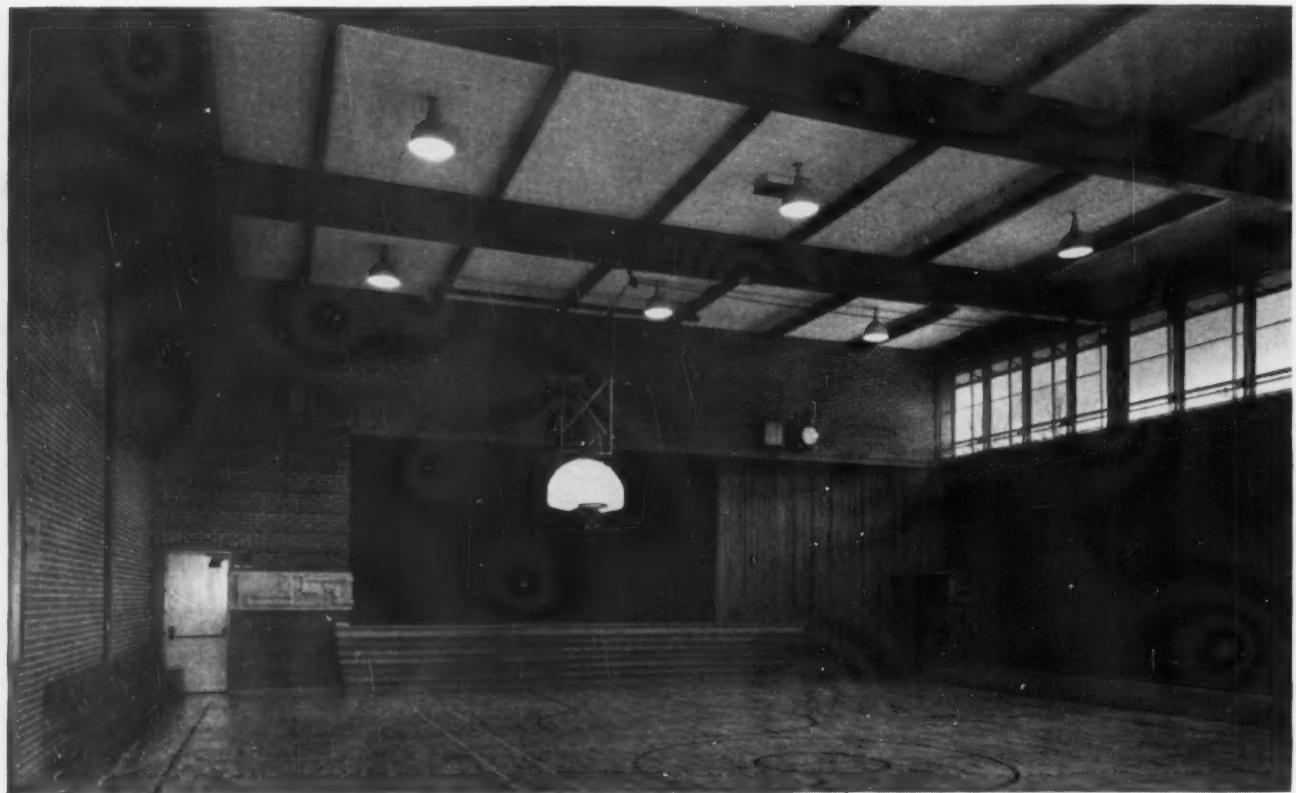
8 In the classroom activity center, which might be criticized as somewhat cramped, are a flat rim sink and linoleum counter top, base cabinets and upper cabinets for storage purposes. These are contained in an alcove at the rear of the room. The workroom has especially designed tables and a counter on which rests a row of easels. The easels are for sketching and for display and also house drawing paper. Easel tops are of tack board and can be reversed by inserting a finger in one of the holes at the top; this feature doubles the display space for pupil work and other exhibits. Clerestory light rays slant across the wall.



9 Follow a neat row of sansevieria pots down the glazed classroom corridor, and you reach the library situated in a small L. The reading tables have been designed for the job and are fixed at right angles to the window wall. Each table seats twenty-four pupils. Most of the shelving is open, but the lower section is given over to cabinets to accommodate visual aids.



10 The shop instructor can rejoice over the abundance of storage space provided for work materials and work clothing, as well as the fine equipment. Manual training tables have been designed for the job. A continuous work bench extends the length of the window wall, with electrical outlets at every pupil station. The floor is concrete. Scrub-up sinks are provided.



11 To convert this highly satisfactory gymnasium into an auditorium requires only the opening of the rear storage wall and the setting up of chairs. Folding bleachers under the high windows increase the seating capacity. Over the cement subfloor is a layer of $\frac{1}{2}$ inch cork and this is covered with 1 foot maple boards put together with long metal strips. There is simple dignity about the stage.

A.A.S.A. CONVENTION DIGEST



School Administrators Face Realities

INTERNATIONAL in flavor, diverse in interest—such was the 1948 convention of the American Association of School Administrators.

It was big, busy and somewhat confusing. Some 11,000 delegates divided allegiance between the main program and those of fifty allied groups.

Only a few speakers tarried at "crossroads" to philosophize. The more courageous explored worldwide paths or penetrated new frontiers at home. They called for billions of dollars for public education. They exposed and protested the pitiful inadequacy of educational reconstruction in occupied Europe. They tore down the sham of race segregation and the false security of universal military training. They called for something more than lip service for adult education, even to the extent of *compulsory* education for those adults who are indifferent to their responsibilities of citizenship.

The international implications were outlined by Congressman Walter H. Judd. He developed the thesis that the security of all nations (most of all, our own) depends upon whether peaceful peoples of the world can get together to make two things clear to Russia: first, that she does not need to go to war to get satisfaction for any legitimate grievances and, second, that she can't succeed if she does go to war. Contributing to further appreciation of the international picture were the classroom enthusiasm of a British exchange teacher, Eva Carmichael, and the lessons from abroad by T. V. Smith.

The swing to federal aid was vigorous. Resolutions pledged the total support of the A.A.S.A. for the present draft of Senate Bill 472 and asserted that such legislation would establish the principle of federal aid without federal control. In another resolution, the association opposed "all efforts to devote public funds either to the direct or to the

indirect support" of private or parochial schools. Supporters of the "Protestant Manifesto" maintain that the two resolutions are contradictory.

N.E.A. Secretary Willard E. Givens called for action. "We should demand a vote in the Senate on federal aid in March—win, lose or draw," he said. "Otherwise, it may be too late to hope for a final vote during this session of Congress."

Universal military training received a courteous hearing. Its case was presented by the new Chief of Staff of the United States Army, General Omar N. Bradley. The cautiously worded resolution on national security, adopted three days later, offered a program of preparedness that could be interpreted as refuting the need for U.M.T., although the term itself was "expeditiously" avoided.

Somewhat in contrast was the courage of the newly merged American Association of Colleges for Teacher Education. When its resolution committee straddled the fence on this issue a member on the floor rose to his feet and said: "We are trying to encourage our young people to take clear-cut, courageous stands on public issues. We should set the example." This admonition was heeded. By an overwhelming majority, the group took a vigorous stand against compulsory military training (but emphasized other aspects of preparedness).

Public relations moved into the No. 1 spot on the A.A.S.A. hit parade. It will be the topic for the 1950 Yearbook.

A comprehensive study of school administration as a profession will be sponsored by the association. President Herold C. Hunt expressed the hope that the project will be financed through private grants. He also hailed as especially significant the joint meeting of executive committees of A.A.S.A. and the N.E.A. Department of Classroom Teachers.

There was genuine enthusiasm at the commercial exhibits. Administrators had more reasons to buy; exhibitors had more and better things to sell.

Where to next year? Not Atlantic City—because dates are not available. Regional conventions? Probably!

And now on the following 13 pages, the staff and our Boardwalk photographer present a digest of the 1948 convention.

—A.H.R.

Resolutions, Officers

The twenty-two resolutions, adopted without opposition, revealed the expanding rôle of education. Emphasis was placed on world understanding, with an appeal for added support for the United Nations and UNESCO. Broader programs were advocated for teacher examinations and for educational reconstruction in occupied countries.

On the home front, a basic minimum average salary of \$2400 was proposed, and more serious attention was

requested for school district reorganization. Full support was given proposals for an independent U. S. Office of Education, its services to be directed by an appointed national board of laymen.

State and federal governments were called upon for assistance in school building programs. Another resolution reaffirmed faith in universal free education through the fourteenth grade.

President of the A.A.S.A. for 1948-49 is Willard E. Goslin, superintendent of Minneapolis schools, elected by mail.

Balloting at the convention returned Alfred E. Simpson, associate professor of education at Harvard, to serve as second vice president and reelected Irby B. Carruth, superintendent at Waco, Tex., as a member of the executive committee.

Military Training

GEN. OMAR N. BRADLEY, new army chief of staff, isn't going to try high pressure methods to put over universal military training.

Reasonably, somewhat regretfully, the general developed his thesis, "Security Belongs to You," in this way:

"I have not come before you to plead for your support on a military policy for the United States. It is the responsibility of your military forces to devise what it can conscientiously claim is adequate and reasonable provision for the security of this nation. And it is your responsibility as citizens to adjudge whether that provision is warranted by the disturbing movement in world conditions.

"As a soldier entrusted with the preparation of our nation's defense, I can find no satisfactory alternative to universal military training in any comparable expenditure or plan.

TOP: Crawford Greene, Arkansas State Department of Education, and Paul Bogg, West Virginia State Department of Education. CENTER: Clyde V. Winkler, superintendent of schools, Cicero, Ill., and E. W. Blair, superintendent of District 98, Berwyn, Ill. BOTTOM: Edwin A. Dann, president of California Teachers Association, and C. C. Trillingham, superintendent for Los Angeles County.

"However, I do not for a moment suggest that universal military training is a substitute for spiritual strength in a strong and unified nation. Nor do I contend that it precedes in importance a coordinated intelligence service, scientific research, industrial mobilization, civil defense or a strong and powerful striking naval and air force. All are integral parts of an essential security program."

By conducting a program of universal military training, Gen. Bradley pointed out, the army will neither enrich itself nor increase its rank. Instead, it will expose itself year after year to the censure of hundreds of thousands of civilian trainees. It will bare itself to the critical and independent observation of millions of parents, many of whom will hold the army singularly responsible for the health, morals and spiritual development of their youthful sons.

And then, Gen. Bradley turned back the hands of the clock a few years and struck at his audience.

"While some critics of preparedness are quick to point out that excessive military strength can precipitate war as readily as excessive weakness can invite attack, they have hesitated to recall their own responsibility for the mental and moral confusion of many young men at the time they went to war.

"We cannot forget," the chief of staff charged, "that too many American educators had failed to offer their intelligent young students sound intellectual inquiry into the origins of war and the need for defense. These educators, as much as anyone else in the nation, must share the responsibility for that mental unpreparedness which caused us to turn our back on seven years of aggression—until eventually we awakened when it was dangerously late.

"If education is our best hope for peace, then education must share in our failure to achieve it. And today the burden is greater. After having created this atomic age, education cannot escape the responsibility for teaching men to live in it without destroying themselves."

GERALD WENDT, editorial director of *Science Illustrated*, in what may have been the finest paper of the convention said there won't be an atomic war for ten, fifteen, perhaps twenty years, during which time the infant United Nations can be molded into a world organization.



Administration

To improve the kind and quality of instruction is the superintendent's biggest challenge, and PRES. HENRY H. HILL of George Peabody College thinks it takes real courage as well as judgment to recommend for appointment only the most competent persons in the field of supervision and curriculum.

The trend in large cities, as Pres. Hill sees it, is toward appointment of general directors of instruction rather than toward many specialized directors. This is sound only if there are made available persons who may be regarded as consultants or resource aides, he thinks.

"Supervision is unpopular enough without salary and disciplinary control being mixed up with it," SUPT. FLOYD A. POTTER of Atlantic City, N.J., told one discussion group.

"The superintendent should not throw off responsibility for teacher rating, salary matters and the like. He should face necessary meannesses, if any, himself."

Except in some primary subjects, homogeneous grouping is wrong, Dr. Potter proclaimed. "These advantages can be obtained without classifying homerooms on an ability or accomplishment arrangement. Citizenship values, life values, teacher stimulation, teacher responsibility and children's souls, all suffer under ability grouping. No superintendent need fear to toss it out, as long as he takes the trouble to think out the problem with the staff while making the change."

The convention city administrator made a point in regard to equipment and supplies.

"If we are to get away from a 'study and recite' technic," he declared, "we must get away from 'study and recite' equipment. If we are to have differentiated assignments, we must have differentiated tools of study and reference. If we want a better job, we must supply the tools."

N. L. ENGELHARDT, New York consultant, and PAUL J. MISNER, superintendent at Glencoe, Ill., carried the torch for the year round school program.

The camp or farm school, complementing the urban school, would offer more advantages to both children and adults, Dr. Engelhardt believes. He would have children, under teacher guidance, assigned for from two to six weeks at a time in this camp



TOP: R. E. Stewart, president of the Associated Exhibitors; Harold Allen, business manager, N.E.A.; Floyd A. Potter, superintendent, Atlantic City, N.J.; Herold C. Hunt, president of the A.A.S.A.
BOTTOM: E. E. Oberholtzer, president, University of Houston; Mrs. Oberholtzer; Paul Loser, superintendent, Trenton, N.J.; Henry H. Hill, president, George Peabody College for Teachers, Nashville, Tenn.

environment, where they would learn something about producing and preparing food, caring for trees, shrubs and farm animals, working out school projects on conservation, erosion, and land and water use, reports on which they would bring back to school.

"Those stunning annual reports some city school systems issue, full of pictures showing attractive children happy at their studies, never make even the most patriotic citizen come to headquarters, take off his coat and ask 'How can I help to get better schools?'" DR. THOMAS H. BRIGGS,

emeritus professor at Columbia's Teachers College, asserts.

"The intelligent lay public must be made aware not only of the successes of our schools but also of their shortcomings. When citizens understand a few fundamental principles and approve them heartily, they will contribute much out of their experience and common sense to the new educational program. All wisdom, even about what the schools should teach, does not reside in educators alone," Dr. Briggs contends.

A pupil personnel service will work

Gen. Bradley in first speech as army chief of staff sees "no satisfactory alternative" to universal military training. . . . Takes courageous administrator to assure school systems of good supervision. . . . Schoolmen told to toss out ability grouping. . . . Year round school program urged, including camp or farm.

A.A.S.A. CONVENTION DIGEST



Jerry J. Vineyard, superintendent, Arkansas City, Kan.; William H. Bristow, research bureau, New York City schools; R. E. Buskirk, superintendent, Libertyville, Ill.

if it is adequately staffed, if teachers and pupils have time to participate and if adequate space and facilities are provided.

So says **GALEN JONES**, director of the division of secondary education, U.S. Office of Education.

It won't be long before everyone begins to realize the importance of student personnel work if the foregoing provisions are made in a high school, for men and women, as well as adolescents, are inclined to believe important that which their leaders believe important. If leaders think matters important, they give them time, attention, energy. "Maybe that is just where the shoe pinches," Dr. Jones concludes.

The administrator finds that it isn't easy to cultivate public acceptance for preschool and kindergarten training when even the elementary school is underestimated, according to **PEARL WANAMAKER**, state superintendent of schools for Washington.

When we know that lifetime habits and patterns of learning may be well established before the child is 6, we cannot well delay guidance in the formation of those patterns until the age of 6, Mrs. Wanamaker holds.

The former N.E.A. president asks administrators to exercise leadership only if it is "cooperative leadership." The latter invites assistance, suggestions and criticisms. It reaches out to embrace the entire school and community. It strikes down the barriers mankind has erected between races and between classes within races.

The teachers don't fancy a "glad-



N. E. Demoney, superintendent of schools, Esther-ville, Iowa; W. F. Johnson, superintendent of schools, Spencer, Iowa; H. C. De Kock, superintendent of schools, Tipton, Iowa.

hander" in the superintendency or an administrator who calls them by their first names. They want an administrator who knows his principals and classroom teachers as well as he knows members of the school board, Mrs. Wanamaker maintains.

STATE DEPARTMENTS

"Strong enough to overcome the resistance of petty localism to good practice, wise enough to foster local initiative in adapting the program to fit a particular situation"—

That is how **SUPT. WILLIAM H. FLAHARTY** of Passaic County Schools, Paterson, N.J., defines a good state department.

He told a joint session of A.A.S.A. and National Council of Chief State School Officers that the most important functions of a state department are to provide: (1) good educational leadership; (2) research studies; (3) recommendations to the legislature for improvements in the schools; (4) distribution machinery for all federal and state aid to the local districts.

Mr. Flaharty thinks that county school heads, busy as they are, should contribute to research. He would make every county superintendent a state employee appointed by the chief state school officer.

WAYNE O. REED, Nebraska superintendent of public instruction, added two functions to the seven set up in the now well publicized Three-Year Study.

The first is to act in every respect as the proper state agency for chan-

neling all federal monies for education and all federal services from Washington to local schools. The second is to help determine the appropriate structure, organization and functions of the U.S. Office of Education.

SUPT. KIRBY P. WALKER of Jackson, Miss., fondly hopes that the old paternalistic relation between state departments and local school districts is being outgrown. He doesn't want the state department to be a regulating body; he knows exactly the services that he wishes it to perform.

These services are: (1) allocating state monies; (2) developing plans for school building units that can be adapted to local use; (3) certificating teachers; (4) collecting material from the districts that will aid the state in evaluating its educational offerings; (5) making available, upon call, specialized or other services that most districts cannot provide effectively; (6) accrediting schools to provide easy transfer of pupils from one district to another; (7) aiding the local school administrator in acquainting school trustees and committees with the legal nature of their duties and powers.

In short, Mr. Walker thinks of the state department as a service center for the school districts, a department from which the professional educator can get sound counsel, as well as material aids to local educational work, a department staffed with a corps of professionally equipped officers who can go into the field when and where needed.

Personnel and Staff Relations

"If a teacher is emotionally mature, socially adaptable, and has a well integrated personality, he is capable of liking children. In turn, they like him," according to FRANK J. O'BRIEN, associate superintendent, New York City schools.

"It is not the province of education to attempt to provide treatment for the trainee or teacher who does not and cannot like children because of his immaturity, hostility, aggressiveness or neurotic personality. Teaching atypical children reveals more clearly perhaps than teaching average children the importance of the personality of the teacher.

"Therefore, the school boards and teacher training schools must select teachers and trainees first in terms of what they are as people and then in terms of their knowledge and skills," Dr. O'Brien concluded.

Can teachers' salaries be related to their competence?

It's a formidable job, but it can be done. This is the opinion of ALONZO G. GRACE, commissioner of education of Connecticut.

Dr. Grace finds six causes of teacher incompetency, namely: (1) salaries insufficient to attract and hold competency; (2) inadequate selection for training and inefficient training programs; (3) poor selection procedures in the local school system; (4) unrealistic certification requirements; (5) inadequate and ineffective supervision; (6) lack of security of the administrator, who must be able to prove incompetency and who must have a board unwilling to meddle in administrative affairs.

A suggested program for action, as outlined by Dr. Grace, consists of the following:

1. Stimulation of the interest of outstanding high school students in entering the teaching profession.
2. Selection of human beings rather than Phi Beta Kappa material as candidates for training institutions.
3. Re-evaluation and possibly reorganization of teacher training programs.
4. National agreement on the basic requirements for entrance into the profession, or uniform certification requirements.
5. A cooperative approach in supervision.
6. Self evaluation procedures worked

out by the teachers association at the local level or by the faculty.

7. Democratic administration.
8. Sound personnel policies.
9. An understanding of the concept of administration.
10. A master teacher award.
11. Courageous school administrators.

Dr. Grace looks forward to the day when the committees that now struggle for salaries will become professional committees in the true sense of the word.

From the opposite side of the fence, SUPT. EARL H. HANSON of Rock Island, Ill., says merit rating may seem logically correct, but psychologically it is wrong. It leads to a frustrated, snapish, vinegarish personality, a defeated and hurt soul.

"The human ego must fulfill itself and feel important," Dr. Hanson holds. "If salaries are paid in terms of merit rating, only those clearly superior to the rest, about 25 per cent, will receive top salary. The other 75 per cent must forever be doomed to acknowledge mediocrity. Their frustration will hurt the children."

Not only are rating schemes unsound in operation but they have a bad effect on supervision, destroying that friendly, cooperative team attitude that should exist between supervisors and teachers, Dr. Hanson maintains. Ultimately, too, the community will reject such a system, because parents do not want their children taught by average or inferior teachers.

So long as they are used only to measure intelligence and general educational qualifications, written examinations are helpful in the selection of teachers, A. J. BRUMBAUGH, vice president of the American Council on Education, contends. "The relative weight to be given to the results of examinations is a matter that must

be determined in relation to a particular educational system," he asserts.

A well constructed battery of examinations can indicate to teachers and prospective teachers the strength and weakness of their preparation, enabling them to plan for further study.

Finance, Taxation

The money to buy education will need to come from three main sources —local, state and federal—in the opinion of most A.A.S.A speakers.

A local school board member and professor of education at Colorado State College, O. L. TROXEL, suggests the following forms of future support:

1. Both federal and state governments should levy net income taxes and these should provide the major support of schools. Or a single federal levy would be preferable, provided most of the proceeds went to the states for support of state and local governments, including schools.

2. Severance taxes should be levied to cover the removal of mineral and other natural resources by individuals and corporations for private profit. The proceeds of a severance tax should be applied to capital outlay or to endowment funds only.

3. The property tax should be reserved solely for use by local units.

4. The sales tax should be used sparingly, if at all. Proper application of income and severance taxes should make the sales tax unnecessary.

SUPT. BARTON L. KLINE of Beatrice, Neb., also favors support of three types: (1) complete state support of a foundation program of education; (2) a system of federal aid without federal control channeled through the states; (3) local support to provide as rich and as varied a program as the district desires.

Under Supt. Kline's scheme, the only disparity in educational opportunity and the only difference between

What makes a good superintendent? What makes a good state department? "Cooperative leadership" is Pearl Wanamaker's answer to the first question. "Advice when needed," replies Kirby Walker to the second. . . . As to finances, some federal aid is needed, all agree, but without strings being tied to it.

A.A.S.A. CONVENTION DIGEST

parts of the nation in the amount of money available for teachers' salaries will consist in local tax funds voted the schools. The hands of the local school system will not be tied in spending the funds received either from the state or from the federal government.

SUPT. J. E. RYAN of Jefferson County, Alabama, reports that the finances of county school systems throughout the South are being strained by the equalizing of educational opportunities for Negroes and whites. This equalization cannot be completely accomplished without federal support under local control, in his opinion.

The study of our armed forces' education program, recently completed, is the best argument for federal aid, thinks COMMISSIONER ALONZO G. GRACE of Connecticut.

"During the war we were motivated by fear, and money apparently was of no consequence. There is much difference between a financial investment in education and the ultimate effectiveness of the program, but the

need for federal aid was never more clearly demonstrated than in this study."

SUPT. H. M. IVY stumped for S. 472, contending that federal aid can be achieved without federal control,

that probably 40 per cent of the wealth of the nation cannot be reached except through federal taxation, that the bill has a sensible solution in leaving it to the states to follow their own custom in allocating funds.

Curriculum and Instruction

Some mighty wallops were given the current Yearbook (summarized in last month's issue) by DEAN ERNEST O. MELBY of New York University School of Education.

Now Dean Melby doesn't disagree with the Yearbook, he told a Tuesday afternoon audience; he is just disappointed in its failure "to realize that freedom is fighting a last-ditch battle . . . and is in need of a new and invigorating education."

"If democracy is to survive, education must be an instrument of social policy," Dean Melby asserts, "but the authors of this volume, generally speaking, aren't aware of this."

This critic likes Chapter 8, where the book "comes to grips with the world situation." But he wants an equally vigorous program suggested to make democracy work at home. More of the same education is not enough, he emphasized.

A great many lessons can be learned from the training given the armed services during the war, M. M. CHAMBERS of the American Council on Education believes, and he enumerated an impressive number at a Monday discussion group.

SUPT. CARLYLE C. RING of Jamestown, N.Y., says his experience with the army leads him to believe that its contribution to civilian public education has been grossly exaggerated in the minds of the public. He thinks the schools should be choosey in adopting

the procedures of the armed services.

What about the contest racket? Not a day passes that some well meaning organization doesn't offer the high school student one such contest. And are the motives of all the sponsors pure as snow?

SUPT.-PRINCIPAL GEORGE S. OLSEN of Lyons Township High School and Junior College, LaGrange, Ill., would have the state education association review these contests and make recommendations. Mr. Olsen declares:

"Many of the contests planned have little or no value. They could be of great value if sound advice were given by the schools at the outset regarding curricular implications and time schedules. A division in the state association to pass on these contests could develop many friends for education and worthwhile activities for youth."

VOCATIONAL EDUCATION

SUPT. CLAUDE V. COURTER of Cincinnati makes six strong points on vocational education and training:

1. Vocational education is not a special field to be developed in special schools; it is an integral part of general education and the responsibility of every school.

2. Vocational education must be clearly differentiated from vocational training which is one of its parts but which has the narrow function of developing specialized vocational skills and technics.

3. Separate vocational schools can be justified only when the nature of the business and industrial life of a community is such that extensive and expensive equipment is necessary to provide the community with specialized skills. But these schools should differ from other schools only in the nature and extent of shop and laboratory space and special equipment.

4. Careful selective processes should be employed in choosing trainees to receive specialized vocational training.

5. Occupational guidance, placement and follow-up are necessary.

6. Vocational education and training programs must serve adult needs.



TOP: Harry Moore, supervising principal, Jefferson Township, Large, Pa.; Charles S. Storer, supervising principal, Elizabeth, Pa. CENTER: Edward Casey, professor of education, Rhode Island State College; T. Joseph McCook, superintendent, Marlboro, Mass. BOTTOM: Chesley Douglas, president of the board, San Jose, Calif.; Earle P. Crandall, director of instruction, San Jose, Calif.

RELIGIOUS EDUCATION

For once, more light than heat was generated on the subject of religious education in the public schools when a Tuesday discussion group turned to this incendiary subject.

DR. F. ERNEST JOHNSON of Teachers College, Columbia, thinks he sees a way to make pupils intelligent concerning the place of religion in the life of mankind both historically and in the contemporary scene.

"It's incongruous," says Dr. Johnson "for society's major instrumentality for education to ignore the place of religion in our cultural heritage. To skip over the religious subject matter in the study of history, literature and social institutions seems to me a wild flight of fancy, born of fear, suspicion and obscurantism.

"The most practicable and probably the most productive single method of introducing objective study of religion into the school curriculum is to include religious institutions in the social studies projects that are organized around local community interests. This would create a familiarity with religious ideas and practices that would make much more intelligible the religious aspects of history, psychology, philosophy and other disciplines which the student will encounter as he advances in his school career."

To accomplish this, however, Dr. Johnson thinks that teacher training institutions will have to prepare their students to handle religious subject matter as it is encountered in their respective fields.

SUPT. DWIGHT L. RICH of Lansing, Mich., can't go along with Dr. Johnson, although he does not want to minimize the importance of the spiritual element in education. This, in his opinion, is best caught from inspired teachers as a by-product in such courses as civic training, character education, home and family living, in activities that teach children how to work and play together, in participation in Red Cross support, in providing school supplies for needy children overseas, in school forensic and athletic contests.

As for religious instruction itself, leave it to the home and the church, Mr. Rich advises. Released time, he can't see it.

MADELINE K. REMMLEIN, attorney and a research director of the N.E.A., gave the audience several possible effects of the Supreme Court's delayed ruling on the McCollum case.

TOP: Frank Haiston, superintendent, Pottstown, Pa.; Arthur W. Ferguson, superintendent, York, Pa. CENTER: J. A. MacTavish, superintendent, Utica, Ohio; Stanley E. Martin, superintendent, Granville, Ohio. BOTTOM: W. Walter Montgomery, supervising principal, Waynesburg, Pa.; A. G. Clark, supervising principal, Union School, Avonworth, Pa.



HEALTH EDUCATION

"We shall never have a sound health and physical fitness program until the board of education, the board of health and the sixteen or more other voluntary health agencies that operate in this country can get together on common ground and can begin to think of the general welfare of children, youths and adults in the community rather than of the specialized program of a particular part of the institution. This separatism must be eliminated," declares COMMISSIONER ALONZO G. GRACE of Connecticut.

If we are to have an effective physical fitness program, we must have periodic medical examinations for every pupil, Dr. Grace urges. Also, it should be the personal responsibility of the individual teacher to have a physical examination periodically.

An effective school lunch program planned for the general welfare of the children and not for the convenience of faculty and parents is another requisite for physical fitness, in Dr. Grace's opinion.

"We are running our schools and school lunches on a schedule that allows little time for leisure or recreation and that keeps everyone at high tension and at a pace almost comparable to life in general. We are merely laying the groundwork for ulcers later."

The Connecticut commissioner also wants it possible for every child who

so desires to participate in intramural athletics and community sports. A swimming pool in school is no longer a luxury. The number of youths who lost their lives in the war because they could not swim is an appalling indictment of our policies, he declares.

How can you spot a school that has a health conscious administration?

DR. CHARLES C. WILSON of Yale says that where health is really considered important, lighting is adequate, drinking fountains are sanitary, toilets dispose of waste in a sanitary manner, and classrooms are kept attractive and orderly through the co-

Dean Melby thinks Yearbook lacks vigor. . . . Chambers and Ring argue army contribution. . . . Johnson and Rich debate religious instruction. . . . Courier has program for vocational education. . . . Health agencies and schools must get together if children are to gain, Commissioner Alonzo G. Grace believes.

A.A.S.A. CONVENTION DIGEST

operative efforts of custodians, teachers and pupils. Reports to parents are formulated so as to emphasize individual growth, needs and accomplishments. The Yale professor of education

and public health suggests that vision testing be used to teach pupils how their eyes function, how visual defects may be corrected, and how lighting influences vision.

Citizenship—World, National, Local

"What we want as a basis for a citizenship of the world is a friendliness and a kind of emotional stability that is skeptical of all kinds of propaganda and resistant to all appeals to passion."

LYMAN BRYSON is being quoted, but many other speakers said it, too. "It is far more difficult to produce attitudes of this kind than it is to follow the old pattern of violent patriotism and violent opinions for or against other nations. Friendly attitudes toward all strangeness, that is really our goal."

Public opinion is influenced by two kinds of people, Mr. Bryson points out: those with great skill in persuasiveness (a very small group) and those who have attained by conventional kinds of achievement the right to speak with authority.

"We have reached the time in the history of American education when we should say frankly to our young idealists: 'Make good as a citizen and that will give you the opportunity to speak for our ideals and command an audience."

While world spaces have been narrowed and time, in terms of distance, has been shortened, the social distances between nations are still formidable, contends CHARLES H. LAKE of Cleveland. Peoples separated by a few hours of flying time still are separated by centuries of social backgrounds, which complicates the problem of a world cooperative social organization.

"In education our best contribution toward a world society will be through furnishing an example of a plan that

works and that provides the opportunity for the expressions of a free people in ways that satisfy their innate desires and needs," Dr. Lake, now special consultant to the Cleveland board of education, asserts.

The editor of the *Christian Science Monitor*, ERWIN D. CANHAM, called upon schoolmen and the press together to teach men to think beyond sterile materialism. "Through our schools, through our press, we must awaken the Western World to the revolutionary spiritual power that lies at our hands."

This brings us down to national and local citizenship problems, where the ugly head of racial hatred rises. In fact, DR. JULIUS E. WARREN defied his audience to name a single region—South, East, Midwest, West—where intergroup tensions and conflicts do not bring worry.

Morally, contends the superintendent from University City, Mo., we can't afford to reject or be unjust to any group. Injustice reacts unfavorably on both the discriminated against and those responsible for the discrimination. It is impossible to decide which of the two suffers the greatest moral danger.

Economically, majority and minority groups must learn to appreciate that one group cannot long be prosperous at the expense of others.

Internationally, we need to deprive our totalitarian critics of one convenient weapon they have found with which to attack us.

No chance exists of developing better citizens through our schools, thinks STANLEY E. DIMOND, director of the

Detroit Citizenship Education Study, unless we (1) provide a satisfactory environment for child growth and development, (2) do a better job of teaching the meaning of democracy, and (3) base our teaching on problem solving techniques.

What of the witch-hunt in the offing for teachers and administrators who are concerned with serious social problems?

Dr. Dimond thinks that we have nothing to fear if we can demonstrate to our patrons that we are not trying to present our own or any group's answers but are seriously engaged in helping pupils look at alternative methods of solving problems.

Examining America's expanding international rôle, CONGRESSMAN WALTER H. JUDD of Minnesota surveyed the entire world situation.

"Most people are asking what the Kremlin is going to do," Representative Judd told his alert and serious audience. "That really isn't the place to look. For the decisions in the Kremlin still depend upon the decisions in Washington.

"And, thank God, the United States is one of the few remaining places on earth where common people just like ourselves still can determine what the decisions are to be in their capital city."

The Minnesota congressman gives the Marshall Plan a 50-50 chance of success only if Asia is not lost to the Soviets. As China goes, so will go Asia, he believes.

EVA CARMICHAEL, an exchange teacher from Yorkshire, England, came up from Anderson, S.C., to add her bit toward international understanding.

"It is international tolerance we are striving for, not merely Anglo-American unity," Miss Carmichael said. "No one country has a monopoly on truth. So much could be done if textbooks were compiled that could be used to foster international good will. We must really start teaching the truth about plain facts, historical, scientific and economic. Mutual ignorance is a great obstacle."

MARQUIS CHILDS, columnist, says we must understand the difference between the socialism of Western Europe and the communism of eastern Europe. Because we believe so strongly in the virtues of our own free enterprise system, he says, we tend to lump both together. We must not cut down the European aid program. There lies the surest way to bring about what the Soviet Union is seeking.

"Friendly attitudes toward all strangeness" is Lyman Bryson's formula. . . . Julius Warren charges racial hatreds bring both moral and economic losses. . . . Visual aids will squeeze the water out of the learning process. Findlay asserts. . . . Snatch television's daylight hours for education. Levenson suggests.

A.A.S.A. CONVENTION DIGEST

Audio-Visual Aids

Education, too, can have the New Look.

To achieve it, intensify the audio-visual program, BRUCE FINDLAY, assistant superintendent of Los Angeles city schools, recommends.

Be it said for the dynamic Mr. Findlay that he bore the New Look right to the lecture platform by presenting a series of original slides as amusing and telling as his anecdote-studded speech.

We can squeeze the water out of much of the learning process by means of audio-visual technics, Mr. Findlay asserts. Under an adequate visual education program, each pupil can save an hour a day. That hour can be used for subject matter that should be in the curriculum and isn't, such as peace and more appreciation of our neighbors.

Most Los Angeles teachers didn't know the difference between *frijoles* and San Diego, when it was decided to teach Spanish in each of the first six grades, Mr. Findlay related. Under the direction of a master Spanish teacher, a program of lessons was outlined. The audio-visual education section then worked out technics whereby, through photographs and phonograph records, lessons could be so built that the teacher who knew no Spanish could teach the subject nevertheless.

The only cost to the board was a few records and some equipment for the teacher. Thus Spanish was introduced into every elementary classroom in this large city without the addition of a single teacher.

In radio it took the schools a long time to acquire both the AM and FM look; in fact, they still haven't caught its full expression. But if they will move fast, they can lead the New Look procession in television and facsimile broadcasting.

WILLIAM B. LEVISON, Cleveland's assistant superintendent, urges schools to snatch up television's daytime hours, since salable broadcast hours of television may be confined to a much more concentrated period than in radio proper. The reason is, of course, that television demands complete attention from its audience, and you can't be baking a cake or driving a car while giving eye attention to the radio.

The possibilities of facsimile broad-

TOP: R. E. Ricketts, superintendent, Evergreen Park, Ill.; Everett F. Kerr, superintendent, Homewood, Ill. CENTER: Gaylord M. Speaker, superintendent, River Rouge, Mich.; Russell Isbister, high school principal, River Rouge, Mich. BOTTOM: J. John Halverson, superintendent of schools, Albert Lea, Minn.; J. E. Anderson, superintendent, Mankato, Minn.



casting in adult education are tremendous, as the owner of the set gets printed copies of original material, maps, pictures, charts and type.

"The centralization of a film library in one spot in a state is about as useless as having no materials available at all," thinks COMMISSIONER ALONZO G. GRACE of Connecticut.

"Under this system, by the time the request for the material arrives at the central point and the film or filmstrip is sent to the classroom, the class has usually proceeded far beyond that point. It is important for every school to have a reasonable amount of materials, and there should be a program for the exchange of learning aids in each of our states."

Learning aids need not always be expensive, the commissioner says. Many of them can be developed in the industrial arts shop, in the art shop, or elsewhere in the school system.

Higher Education

Resisting the temptation to prophesy, the President's Commission on Higher Education does not proclaim how many students will be enrolled in college and university courses in the future. It merely states how many ought to be—and the figure is "almost preposterous."

The quotes are from JOHN DALE RUSSELL, director of the Division of Higher Education, U.S. Office of Education. The enrollment goal set is 4,600,000 students by 1960. The commission estimates that that many young people have the ability to pursue courses above the high school level.

Dr. Russell and DR. GEORGE F. ZOOK, chairman of the President's commission, both call for a vigorous program to implement this and other recommendations of the commission. Dr. Russell, indeed, says that, on

second thought, the 4,600,000 student goal errs on the side of conservatism since it makes no allowance for increases that will inevitably occur when new programs of instruction are introduced.

Prominent among the "new programs" is the commission's recommendation for the expansion of community, or junior, colleges.

The graduate school comes in for scathing criticism in the commission's report. "Perhaps the place to begin the process of reform is with the graduate faculties themselves" is a suggestion that will be widely approved, Dr. Russell declares.

A notable recommendation of the report is that publicly controlled institutions should eliminate all fees for students through the 14th grade and should roll back other fees to the 1939 level. A system of federal scholarships, covering 20 per cent of all nonveteran students is advocated, with all religious and racial barriers removed.

The great bulk of the enormously increased funds required by the com-



Raymond Moore, high school principal, Lake Forest, Ill.; K. W. Norman, president of the board, and A. E. Wolters, principal, Deerfield-Shields High School, Highland Park, Ill.



Foy E. De Haven, superintendent of schools, Radford, Va.; Frank J. Critzer, superintendent of schools, Pulaski, Va.; C. J. Kyle, superintendent of schools, Stuart, Va.

mission's program must come from the federal government, the commission believes. The states would control the program.

"One of the important landmarks in American educational history" is Dr. Russell's summing up of the commission's report.

Adult Education

While the newspapers of the land carried top heads on "Before 6 and After 60," the bold expansion of education program of a special A.A.S.A. commission, the civic and the community angles of adult education were being well plugged before a discussion group.

Tailoring the adult education program to fit community habits was urged by R. J. PULLING, chief of the bureau of adult education, New York State Department.

The people are not going to flock to night schools in staggering numbers but they are going to club meetings, union meetings, forums, service luncheons and the like. They are going to read the newspapers and listen to the radio, Mr. Pulling pointed out to his audience.

Through all these community resources, the schools should create among the citizens a real concern for important community, state, national and world problems. Citizens must be given more of the facts necessary for the solution of these problems. They must be encouraged to use the chan-

nels of democratic action to bring about wise solutions.

Moreover, Mr. Pulling advised, education has to be put up in colorful packages in order to attract the public. The schools must learn to use movies, filmstrips, graphs and charts, symposiums, discussion technics, book reviews and all the rest.

Finally, the school board must find a highly capable person to direct adult education as either a part time or a full time assignment.

Elementary Education

Opening-day tragedies are disappearing. The transfer of little children from home to school has been eased by preschool conferences, interviews, study groups and visiting days that bring parents and children into early contact with the friendly school.

This pleasant information is supplied by SUPT. JOHN BRACKEN of Clayton, Mo. But all isn't so happy. Where to house these hordes of baby barbarians? Where to find competent teachers for them?

"The long range solution is to provide separate neighborhood schools for the smaller children and to develop competent recruiting programs for teachers on the local level," Dr. Bracken believes. "Today, helping teachers may work under the immediate direction of competent, experienced instructors."

The Educational Policies Commission released at Atlantic City a state-

ment of policy for elementary education based on two years of research and visits to eighty-two superior schools in the United States.

Calling today "an important date in American educational history," the E.P.C. report states: "In the next ten years the elementary schools of the United States will have to provide teachers, buildings, supplies and equipment for nearly 2,000,000 more children than they do now. The kinds of buildings, the qualities and training of the teachers for these children must be planned now. Can your present staff, buildings and equipment stand a 10 per cent increase in enrollment?"

How Spanish is being taught in the elementary schools of Los Angeles is touched upon under the section of this report entitled "Audio-Visual Aids."

French, Russian and Chinese also should be taught in our grade schools, contends JOHN H. FURBAY, director of Air World Education, thus rounding out the five United Nations' official languages. Ours is the only important country in the world that begins its foreign languages in high school.

"The business of the world is likely to be transacted in these five tongues, and if we are ever to become linguists we shall have to begin foreign language study down in the grades. If you think you can't learn Chinese, you have not tried. A Chinaman calls his dog in Chinese and the dog learns the language. We Americans of all the people in the world are supposed not to know the word 'can't.'"

School Buildings

The architect is no miracle man. To get a functional school building, 75 per cent of the problem is solved by giving the architect a clear definition of what is required. In this area school authorities have been conspicuously weak, according to JOHN W. LEWIS, assistant superintendent of Baltimore schools.

As SUPT. CLYDE PARKER of Cedar Rapids, Iowa, sees the problem, the high cost of building is going to force us to use many buildings that probably should be replaced.

In rehabilitating an old structure, making it safe for child occupancy is the first consideration, Supt. Parker points out. The second is lighting, which includes decoration. Seating and furniture come third, and heating is fourth.

N. L. ENGELHARDT, educational consultant, does not expect building costs to recede much this year.

His reasons are: (1) persistent demand for building materials; (2) insistence by labor upon maintenance of wage levels; (3) during an election year, an attack from political quarters will not be vehement; (4) building needs have absorbed the available planning services; (5) contracting firms have plenty to do and can choose their jobs.

In very few large centers, says Dr. Engelhardt, are building costs less than \$1 mentioned. Frequently \$1.25 is spoken of. Prices of 80 and 90 cents are given for buildings in which every

A.A.S.A. CONVENTION DIGEST

Put adult education into neat packages, Pulling urges. . . . Furbay says we should teach French, Spanish, Russian and Chinese in lower grades. . . . Building costs won't recede much in 1948. Engelhardt predicts. . . . Public relations fail if board, administration, teachers and employes disagree.

possible economy has been practiced and in which additions to costs may appear later in maintenance costs.

DR. JOHN H. HERRICK of Ohio State suggests that before specific plans can be made the board must decide about a junior college, adult classes, community use of the building, a possible branch public library, and the like. Practices and trends must be studied in respect to subjects offered, the daily schedule, methods of teaching, and student activities.

Public Relations

Laggard in public relations, like all service institutions, the schools are at last becoming alerted. They are learning the primary lesson that public relations begins at home—in pupil, teacher, administrator, board relationships.

Take the superintendent and the board as a starter, as SUPT. JOHN BRACKEN of Clayton, Mo., did at a Monday panel. They don't hit it off

right at the start. "Their interactions develop many learning situations," in Dr. Bracken's language. Under wholesome conditions, the effectiveness of both the board and the superintendent increases as they work together. Under such a setup, the superintendency becomes "a landing place, not a springboard."

The old type of public relations program that strives to keep the people up on the schools so that they will not be down on them is the child of prudence and should not in any way be lessened, DR. PAUL R. MORT of Teachers College, Columbia, told a group.

Supplementing the old, these four new lines of development are recommended by Dr. Mort: (1) more enlightened community planning; (2) raising community understanding of the power of education and of the appearance of powerful education; (3) use of laymen on special educational problems; (4) better use of the human resources of the community in the educational enterprise.



Ray L. Hamon, U. S. Office of Education, and John W. Lewis, assistant superintendent of schools, Baltimore, give expert advice on building problems.



C. A. Lemmons, superintendent, La Grange, Tex.; C. O. Dusek, superintendent, Crosby, Tex.; Fred H. Matthye, superintendent, Liberty, Tex.



H. A. Cocanougher, superintendent, Boyle County, Danville, Ky.; R. P. Piper Jr., superintendent, Logan County, Russellville, Ky.; C. H. Farley, superintendent, Pike County, Pikeville, Ky.



Lynwood Leever, board member, Vandalia, Ill.; W. E. McAllester, superintendent of schools, Vandalia, Ill.; J. D. Salter, superintendent of schools, Waycross, Ga.

LESLIE W. KINDRED of Teachers College, Temple University, points out that the public gets its attitudes and opinions about the school from everyday contacts with pupils and teachers.

"Unfortunately," Dr. Kindred declares, "many of these contacts are used by teachers and other employees as outlets for expressing the discontent

and dissatisfaction they feel toward fellow workers and toward policies of the administration. No school can survive the steady barrage of employee criticism in the community and expect the school to have faith in it."

The building principal should work with the staff on problems bearing directly and indirectly on school and community relations, Dr. Kindred sug-

gests. If information about the school system is compiled and reviewed annually, the staff personnel can intelligently answer questions raised about the schools.

Boards of Education

"The first real opportunity for greater service to children is to improve our local school boards."

Authority for this statement is a school board member himself, D. J. ROSE, president of the National Council of State School Boards and president of the North Carolina association.

"The need for improvement is as great in metropolitan centers as in the so-called 'educational slums' of mountains and marshes," Mr. Rose tells all listeners.

While the chief criticism is directed at the intellectual level of board members, Mr. Rose thinks it should be directed at the inertia of these men and women. "The important thing is not so much what's in the head as what's in the heart."

Lay and professional national school groups should get together and, after careful study, determine whether election or appointment is the better method for obtaining school board members.

Mr. Rose believes less talk should be given to racial segregation and more to school health.

"Fifty per cent of our children have retarding physical defects and only 10 per cent are receiving diagnostic and corrective measures; school authorities



TOP: Omen Rowe, superintendent, Carter County, Ardmore, Okla.; O. W. Davison, superintendent, Durant, Okla.; Frank D. Hess, superintendent, Drumright, Okla.; Paul R. Taylor, superintendent, El Reno, Okla.
BOTTOM: Resolutions committee members in session.



Some 11,000 registered for the convention.



Texans Ray Finney, O. C. Armstrong, J. P. Moore.

must face the problem squarely," he declares. This program, as well as other school programs, requires the "equilateral triangle"—board, parent groups, and school administrators and teachers.

The North Carolinian would like to see a twenty year plan for education.

An international flavor also was added by the representation of foreign countries in the exhibit on school building planning. Sketches and photographs from Argentina, Sweden, Australia, England, and Canada were among the more than ninety panels or models. Especially noticeable in the plans was the emphasis on bilateral lighting and outdoor instructional and play areas. The trend was toward larger sites and lower buildings. A number of plans provided running

water for the classroom for wet work activity areas.

Other Meetings

EDUCATIONAL PRESS

An alarming story of our failure to teach democracy in occupied Europe was told by Fred Hechinger, editorial columnist for the *Washington Post*, addressing the Educational Press of America on February 24.

Mr. Hechinger reported uncovering a spirit of defiance among German teachers in schools established by the U.S. army. Our present policy actually is strengthening naziism, thinks Mr. Hechinger. He advocates that we indoctrinate them by providing American edited books and more American teachers.

ASSOCIATED EXHIBITORS

PAUL G. HOFFMAN, president of the Studebaker Corporation and chairman of the Committee on Economic Development, received the American Education Award for 1948 at the Wednesday evening meeting of the Associated Exhibitors.

Between sweet, blue or hot numbers by Fred Waring, his crooners and swooners, R. E. STEWART of the Underwood Corporation intoned Mr. Hoffman's citation, including reference to the "striving ever toward the proper balance between industry and education . . . and fostering university centers for the study of traffic and safety problems."

On Monday the Associated Exhibitors voted an annual \$1000 graduate scholarship in school administration.



Five Kansans: Supts. D. E. Wolgast of Marysville, T. L. Iden of Russell, W. D. Carr of Anthony, John S. Morrell of Beloit, and W. R. Godwin of Hutchinson.



Jacob Fox, board of education, Newark, N. J.; J. L. Bustard, assistant commissioner of education, Trenton, N. J.; John S. Herron, superintendent, Newark; E. F. Kennelly, director of personnel, Newark; J. H. Shotland, assistant superintendent, Newark; Thomas F. McHugh, assistant superintendent, Newark.

F. D. McCALLY of the Chicago Apparatus Company, RONALD M. MAXWELL of E. H. Sheldon Company, and DALLAS C. SHIELDS of Superior Coach Company were named board members.

TEACHERS COLLEGES

Teacher preparation is off to a better start through the merging on February 21 of three national organizations: the American Association of Teachers Colleges, the National Association of Teacher Education Institutions, and the National Association of Colleges and Departments of Education.

To be known as the American Association of Colleges for Teacher Education, the new body represents 260 colleges and universities engaged in teacher training. The new organization is to become a department of the N.E.A.

DR. WALTER E. HAGER, president of Wilson Teachers College, Washington, D.C., is president of the united organization, and DR. WILLIAM S. TAYLOR, dean of the college of education, University of Kentucky, vice president.

SIR ALFRED ZIMMERN, British educator, told the American Association of Teachers Colleges at its banquet February 20 that true peace will be assured when every school includes one visiting teacher (foreigner) on its staff and, conversely, when it becomes a recognized practice that every teacher should have spent at least some months in a foreign country before he or she has reached the age of 30.

"Sponsor at least one student from

Germany or Japan," the teachers colleges were asked by DR. GRADY GAMMAGE, president of State Teachers College, Tempe, Ariz.

A substantial investment in democracy and a far reaching contribution to international understanding would be made by such student sponsorships, Dr. Gammage maintains.

The colleges would need to guarantee tuition, board, lodging and transportation from and to Germany or Japan.

"Europeans at this time are in such a state of anxiety that the building of a valid curriculum in teacher education does not interest them greatly," DR. FELIX WITTMER of New Jersey State Teachers College told the group. "They want to see if World War III can be avoided and in which direction the future society of the Old World will evolve—Communist or democratic. They are not occupied with educational technicalities."

Dr. Wittmer urges caution in the vast exchange of teachers and students between Europe and America.

"Our exchange of students with Nazi Germany previous to World War II aided greatly the Nazi cause and injured ours. There was not a single Nazi exchange student who had not been thoroughly trained to propagandize Nazi ideology and help confuse our minds. We, in our good naturedness, sent the ablest and most meritorious American students to Germany. These young people were not sufficiently trained either to avoid the pitfalls of Nazi propaganda or to propagate democracy."

"If we should send students to the

U.S.S.R. we should screen each one not only as to his loyalty but also as to his political maturity. In my opinion we should even refrain from any student exchange with Soviet Russia unless the Soviet government lets our student representatives travel as freely in Russia as our foreign visitors may move about this country."

DR. KARL W. BIGELOW, chairman of the council on cooperation in teacher education of the American Council on Education, begged the training institutions to examine their curriculums and teaching materials to see if they are falling short in the job of educating teachers "to exercise a persistent and powerful influence for peace in all their professional and personal lives."

A strong professional college for teachers cannot afford to slight the in-service phase of teacher education, DR. MALCOLM PRICE, president of Iowa State Teachers College, told the group.

PRES. SAMUEL D. MARBLE of Wilmington College, Wilmington, Ohio, spoke for work service on the teachers college level.

"Some institutions point to impressive data to substantiate the effect of work experience in teaching motivation," Dr. Marble declares. "However, they are not able to demonstrate that the superior qualities exhibited by students completing a program of work-study is not in part the result of a selective process that brought the students into such a course in the first place."

A degree intermediate between the doctor's degree and the master's degree was suggested by DEAN W. E. PEIK of the University of Minnesota College of Education. Dean Peik also urged that when expansion of teachers colleges into state colleges is attempted, the intensification on teacher preparation be enhanced.



WHY TEACHERS "BLOW THEIR TOPS"

Within most schools there are teacher tensions, virtually unknown outside the building, which take a heavy toll of teacher dispositions. This is a discussion of some of these tensions.

MARGARET J. SYNNBERG

Teacher, McKinley High School, Chicago

MOST educational employees are poised and cultured, well educated and widely traveled. They understand social standards and are reasonably competent in business matters. Why do some of them become such difficult school personalities?

Considered with strict objectivity, teaching is an unemotional occupation. Schools are not happy hunting grounds for life partners. The professorial halo causes no accelerated heart beats. Teachers' emotions, if referred to at all, are discussed like frozen vegetables—something carefully pared, chilled, packaged and stored at suitable temperature. Only when a mishap occurs in the processing is it recalled that educators have emotions.

TEMPESTS IN TEAPOTS

The traditional educational atmosphere is tranquil, dignified and courteous. Today's school tempo may be somewhat more hectic than it used to be, but the ideal of professional refinement lingers. Yet it is reliably reported that amid the emotional barrenness of their environment teachers indulge in occasional clashes, with sound and scenic effects befitting a class A motion picture.

When dispositions schooled by years of self control become unmistakably belligerent, or even blow up

like a suddenly ignited row of Roman candles, there are explosive elements ominously close to the emotional surface.

What are some of these combustible elements? What keeps teachers in such dangerous tension? Why are there jumpy nerves and unstable emotions among intelligent people?

Contrary to general opinion, students are practically never the primary cause of teachers' habitual irascibility.

The "last straw" which precipitates an outburst of temper is often unrelated to the basic cause of loss of control. An administrator, startled into concern by uncensored remarks of angry members of his staff, may blame outside factors for trouble: a teacher's unhappy marriage or home life, financial worry, illness, lack of relaxation or a disturbed mental condition. Occasionally the administrator may be right, but more frequently he is wrong. The chronic irritants may be found within the school.

Despite tenure, regardless of contracts, many teachers live in a state of perpetual insecurity.

They are fearful of the principal, of the superintendent, of the supervisor, of the head of the department, of examiners, of tests, of their failure

to meet teaching norms, of unexpected demands, of new arrangements, and of impending changes. Some of them are afraid of their students.

Early in their careers teachers learn that their professional survival depends upon their success and that this success is bound up with factors beyond their immediate control. With panicky misgivings they realize that anything can happen to their programs, their assignment of students, their supplies and equipment, their classroom locations, their extracurricular chores, their various supervisory duties.

MUST HAVE CONFIDENCE

Good or bad fortune is meted out to them as cards are dealt from a deck. Only when teachers have implicit confidence in their dealer do they breathe easily. For if the dealer chooses to juggle the pack, to hand some players high cards and others low ones, the holders of the low cards have some bad moments ahead of them.

Once having become supersensitive about their working environment, most teachers guard whatever advantages or prerogatives they may have acquired and fight aggressively for more.

In such an atmosphere, grievance agitators flourish. In every school a

few disgruntled brethren enjoy bemoaning changes that have come to pass, deplored existing injustices, and prophesying dire developments in the immediate future. Unfortunately, there are always susceptible listeners who are genuinely upset by subversive talk, who become cynical and pessimistic in their professional attitudes. Almost inevitably they carry their resentment into their classrooms. Repercussions usually follow.

Certain administrative techniques may augment a teacher's feeling of insecurity. Important among these is the common practice of exploiting the gifted or unusually capable instructor.

With no thought of unfavorable reactions, a principal may publicize the achievements of an individual member of the faculty who has done an outstanding piece of work. Goaded by their fear of possible unfavorable contrasts, worried observers may bear down on their own students, trying by sternness or severity to drive them into increased production or greater accomplishment. Frequently their pressure embitters their students, while their feeling of uneasiness grows into one of active dislike for the capable colleague. A teacher's equanimity may be temporarily shattered by sustained feelings of inferiority resulting from proximity to a superior workman.

Another disturbing element in school interrelationships is the development of a mother complex in some strategically placed member of the faculty.

In high schools or any institutions with departmental organization, some women fall victim to a matriarchal urge. While a little motherly kindness toward timid or bewildered students

may be entirely commendable, a possessive, defensive, my-students-can-do-no-wrong attitude may be dynamite. Confidential chats with her charges about their troubles in other teachers' classes, indiscreet sympathy, rationalizing the misdemeanors of her students involved in disciplinary difficulties, covering up violations of rules when such offenses should be reported to designated persons may undermine the influence of other teachers to a serious degree. Should these other teachers resist the threats to their prestige, hostilities may result, with students the delighted spectators. Unfortunately, regardless of the outcome, the anti-matriarchal combatants pay all the costs as far as student loyalties are concerned.

Particularly in high schools, yet another type of faculty member disturbs his comrades unduly: the students' "pal."

A high marker, a liberal with regard to cuts and tardiness, a self-appointed adjuster of embarrassing situations, he builds up a certain loyalty to himself as a champion of student rights. His popularity is based upon his willingness to subordinate faculty regulations to student exigencies which may arise.

THE CONSCIENTIOUS TEACHER

Working in the same unit of organization may be a conscientious and dignified instructor who holds students to standard requirements and observes the established routines. By contrast such a man may grow to appear unsympathetic, old-fashioned, even despotic in his unreasonable demands. His technics are criticized and his assignments challenged. Should he become resentful, the tension increases. Until the key to this man's difficulty is found, he will endure some thoroughly disagreeable hours.

If school operation did not consist of thousands of details interminably locking and interlocking with one another, a capable administrator could quickly eliminate the patterns which bother his teachers. But in school details obnoxious patterns take shape slowly. Often they are in process of formation for two or more semesters before any design is perceptible.

Nothing that an administrator can do will effectively restrain some teachers from imposing upon their fellow workers. If one unfair arrangement is broken up, a different scheme is launched immediately. Skirmishing is part of school operation but only a foolhardy victim of lesser contests dons armor and prepares for a pitched battle.

FRIGHTENED TEACHERS QUARREL

With the exception of the rare pathological case, fighting and contentious teachers are frightened teachers. They feel helpless and inadequate. They shout and bluster, scold and threaten because basically they are afraid of losing control of their students. Plagued by their own inability to attain desired teaching goals, they harangue and wax personal in their denunciation of their failing students. To sustain the aggressiveness on which they rely, they snarl or bark at their fellow workers. Their frustration assumes a treadmill quality.

The greatest source of help to the mean or irritable teacher is the kindness of an experienced administrator. A sympathetic principal can accomplish more than a psychiatrist with a battery of tests. Unfortunately, winning a frightened teacher's confidence takes more time and patience than many administrators have at their command. So severity, quick, decisive, easy to apply, is substituted with devastating results.

NEED CHEERFUL ADMINISTRATORS

The field is ripe for the cheerful administrator. Since teachers' personalities seem to have dropped to the bottom of the scale of public opinion, the drive for new ebullient dispositions can start practically from scratch. After all, smiles are simple muscle reactions which psychologists maintain are readily acquired by imitation. Most teachers agree that they could turn on more charm without jeopardizing their professional dignity. Perhaps they are only waiting for the administrators to smile first.

WRITE FOR YOUR VOLUME INDEX

If you bind your volumes of **The NATION'S SCHOOLS** you will want the index to Volume 40, covering issues from July through December 1947. Continued paper shortages prevent its publication in the magazine. Send requests to 919 N. Michigan, Chicago 11, Ill.

Chalk Dust

MARCH

*March, according to ancient tradition,
Blows hot and cold alternately;
Sometimes its uncouth disposition
Reminds myself somewhat of me.*

« »

LOOKING AHEAD SERMON



low and thus make plans for improvement come June.

There are several kinds of commencements from which the school administrator may choose, but the two most prevalent nowadays are the "student-activated" commencement and the "speaker-dominated" type. Both have their faults but either one is apt to be worse than the other depending upon the one chosen.

In motivating the student-activated commencement, some overworked teacher with dramatic ability is protestingly dragged in to present a pageant wherein the students may advertise the school's educational wares to an unsuspecting public. This is the type of commencement generally advocated by the best school interpreters, but if they themselves ever tried to run such a program with harried teachers, overstimulated kids and a hot June night, they would change their minds, I bet you!

The pageant commencement does have its points, however. If the administrator really can find some teacher who knows what it is all about and will give such a teacher plenty of spare time for planning, practice and presentation, it is usually a much more effective commencement than reading a chapter out of "Little Rollo."

On the other hand, the speaker-dominated commencement is effective to the extent that the speaker is dominated. Recipe: First get a good speaker,* which is more difficult than it sounds; ask him for a résumé of his remarks and swear him into a time limit, preferably half an hour or less.

Success of a commencement program is in direct ratio to its overall length. We, ourselves, used to

* The writer is still available for a few well chosen commencement addresses at a somewhat higher price than local politicians but he is frank to say, "It ain't worth it."—adv.

have a formula which kept the commencement exercises down to one hour in length and, by strict adherence to same, we never ran over two hours at the most.

Beware the giving of prizes during the program, particularly the \$2.50 rewards for valor bestowed by local advertisers or commercial companies. Mention of individual donors ought to be worth at least \$10 in advertising value.

Learn thoroughly the thirteenth commandment of school administrators: Remember commencement, to keep it snappy.

« »

THE ONE-FINGERED SOLILOQUY

*When the public school relations program really hits its stride,
When the register of patrons starts to zoom,
It's Parent Education Week—the schoolhouse doors swing wide
And the P.T.A. sends scouts to every room,
Then the forward looking teacher gets her forty kids intact,
And breathes a prayer that naught will mar the show;
The world's a stage, indeed, and every player knows his act
And the climax comes When Herbie Has To Go.*

*Ah, the latest methodology is full of pep and power
As expounded by professors erudite;
They can psychoanalyze a child in less than half an hour
Or expound a theory till it gleams with light,
Atypically they handle the most annoying case
But what all teachers really need to know
Is how to turn a sympathetic noncommittal face,
When Little Herbie Thinks He Has To Go.*

*Oh, in some future heaven, where all teachers know their stuff,
Where progressive education fills each room,
Where boards of education are never rough nor tough
And principals are not bowed down with gloom,
There will be no tenure nightmares, there will be no budgets there,
There will be no blight of Monday morning woe,
And gone will be the awkward pause that hovers everywhere,
When Little Herbie Thinks He Has to Go.*

IDON'T pity the school principal. I envy him. Some day he may have a top administrative job and be recognized as the educational leader and expert in his city and state, but as he gains much in power, influence and prestige, he will lose the close contact with boys and girls. It is this association that gives him his greatest satisfaction in teaching.

In a school, under his intimate leadership as principal, he can observe future citizens in the making. He can see these restless, eager, expectant boys and girls develop day by day and feel the privilege that is his to take them hand in hand down the road to a life of happiness and success. He has the great privilege of calling Bill into his office, so that he may guide his work in mathematics. He can talk to Mary about her musical aptitude or dwell a long time on Robert's unusual drawing, offering a suggestion here and there as to its color shading and perspective.

I was a principal for twenty years, serving in three different states and I liked it. Now that my work is in the field of administration, I look back enviously at the principal whose opportunity to develop behavior patterns in young people is boundless. I do not minimize educational administration. Someone must do it, and do it well. For benefits, direct and indirect, and for real education of the child, there must be skill in planning and administering in the school system.

THOSE WERE THE DAYS

Nevertheless, I cherish my days as a principal, when I chaperoned student dances, coached baseball and guided young people in their activities on the student council. It was oftenest in these allied activities that learning became real and personality was developed. I can see Harry and Jennie now. They were serious young leaders. Harry was working tirelessly for a better school spirit and exhorted the welfare group to demand better attendance on the part of everyone. And then Jennie, aiming for a friendly school, would hold on tenaciously to that purpose. It was inspiring to see these young leaders work. They were eloquent and articulate, helping others and helping themselves to become leaders and citizens of tomorrow.

The high school principal has a special opportunity to see not only that the work of his school, academic or nonacademic, is preparation for life but that it is a part of life itself.

A Superintendent Recalls

Those Cherished Days as a School Principal

ELMER SCOTT HOLBECK

Assistant Superintendent, Greenwich, Conn.

He can insist that formal work give way to the informal, that rigid requirements become flexible, that whatever the pupil learns he immediately finds it useful. He can see that teachers begin where the pupil is able to begin in accordance with his ability. For the low grade learner, this means patience, drill and simplified material, for the brighter pupil, stimulation, enrichment, extra assignment and research.



I'd like to be right back there again, so I could deflate the importance of subject matter, credits and textbooks, and help enterprising young Americans to pursue studies that will be of the most value to them in learning to be good citizens and socially competent. How much fun there could be in teaching if we could proceed as Rousseau did with Emile, forgetting about formal education, examinations and academic abstractions, and remembering that to stir the imagination of a young boy and to give him faith in himself and his companions is the biggest thing the teacher can do for a pupil.

There are other things I'd like to do if I were back in this most enviable spot of school principal. I would reduce failures, for failure in work increases drop-outs. The single standard for all students would be no part of my democratic school. In its place I would set up courses and learning experiences based on the fact that each pupil is different. I would give the pupil the opportunity to earn money while in school, by permitting him time off to work in business, industry or on the farm.

With the help of competent guidance specialists, I would study each

pupil and set up an appropriate course of study for him prescribed by his interest and ability. By selecting the content in this manner, I would expect him to achieve the objectives in teaching that go a long way in producing the correct attitude toward life.

No matter how busy I might be with administrative matters, I would find time to direct the work of my teachers. I would help them really teach and educate. For the tensions that often exist between teacher and pupil, I'd find a suitable remedy. I would not permit sarcasm, smart aleck remarks or ridicule to be used by the teacher. Although I would insist with dignity that discipline and respect be maintained at all times, I would still find time for consideration, flexibility and kindness.

Yes, the principal has a great opportunity. Whether pupils withdraw early or remain to be graduated, he must see that education is continuous for every pupil in the building. Through patient and alert leadership, he can exert great influence in the lives of young people.

MUST HELP PUT PIECES TOGETHER

Life, I fear, for many youngsters must at first seem like a jigsaw puzzle. It is the principal's job to help them put the pieces together, so that out of seeming chaos may come something beautiful which only a well educated boy and girl can envision. I'd like the chance again to do these things for young learners.

Let us begin now—for they pass through our hands quickly—really to teach and inspire these young Americans.

Will Plead the Cause

"I AM A LAWYER who is going to plead the cause of the social security and educational programs before the jury, who are the people. They have to be convinced of the value of our programs or they will not support them."—OSCAR R. EWING, *federal security administrator*.

\$290,000,000 Grants-in-Aid

President Truman's Budget Recommendation to Congress Includes \$500,000,000 to Initiate Program of Universal Military Training.

WASHINGTON, D.C.—Anticipating favorable action by Congress on proposed federal aid to education, President Truman included in his budget for 1949 an expenditure of \$290,000,000 for grants-in-aid to the states to aid elementary and secondary education.

He also included \$5,000,000 for the proposed National Science Foundation and provided another \$15,000,000 for a probable deficiency if Congress establishes the foundation.

Recommendations included also \$116,000,000 for the extension of social security. A part of this sum would be used to increase the payments and extend the coverage under Old-Age and Survivors' Insurance. A part would be used to initiate a health insurance program. This would involve an initial pay roll deduction of 0.5 per cent on individual salaries up to \$4800 per year. It is presumed that within two years, the rates would be changed to make the program self sustaining.

While the total proposed budget for the Veterans Administration was only

\$530,000,000 less than the estimated expenditure of \$6,600,000,000 for the current fiscal year, the amounts proposed for education and training and for unemployment benefits were substantially reduced. The President opposed any increase in subsistence payments to veterans in schools and colleges and urged that "avocational and leisure-time" courses be eliminated by limiting veterans' educational benefits to "constructive programs."

An item of \$500,000,000 was included in the proposed budget for national defense to initiate a program of universal military training.

The total budget called for \$39,700,000,000, an increase of \$2,000,000,000 over estimated expenditures in the fiscal year ending June 30, 1948. Of this amount, 28 per cent was for defense; 18 per cent for international expenditures, largely foreign aid; 15 per cent for veterans, and 13.2 per cent for interest on the national debt. This would leave only one-fourth of the total budget for all other federal expenditures.

plies to a questionnaire sent out by the Minneapolis public schools in November 1947, and those regarding minimum salaries were obtained from the National Education Association survey of school salaries made in September 1947.

New York City, with the largest population in the country, pays the highest maximum salary to its teachers in both groups (\$5325 and \$5125, respectively). It does not, however, pay the highest minimum salary. That distinction goes to San Francisco and to Washington, D.C., each of which cities pays a minimum of \$3000 to its teachers with an M.A. degree as opposed to New York's \$2700. The maximum salary in San Francisco is \$5275 and in Washington \$4500.

Chicago, which ranks second among the cities in size of population, ranks twenty-second in size of maximum salary paid to teachers with the M.A. degree (\$4200).

Eleven cities pay a minimum salary less than the standard minimum of \$2400. These are Providence, Minneapolis, Philadelphia, Cincinnati, Dallas, Birmingham, St. Paul, Columbus, New Orleans, Atlanta and Memphis.

Ten cities recognize no distinction, so far as minimum salaries are concerned, between teachers with the M.A. degree and those with the B.A. Teachers in both groups get the same minimum in these respective cities: Newark, Cleveland, St. Louis, Toledo, Providence, Philadelphia, Cincinnati, Denver, Atlanta and Memphis.

The lowest minimum salaries are paid in Birmingham and Atlanta.

Detroit, San Francisco and Oakland pay the highest minimum salaries.

Boston is the only large city which has a lower salary schedule for women.

City Teachers' Salaries Compared

Comparative Study Shows Maximum and Minimum Pay for Bachelor's and Master's Degrees in Thirty-Seven Largest School Systems.

MINNEAPOLIS.—School officials have made a comparative study of salaries paid teachers with the M.A. and B.A. degrees in thirty-seven of the largest cities of the country. The findings, which were published in the Minne-

apolis School Bulletin, are shown in the accompanying table, the cities being arranged according to the size of the maximum salaries paid to teachers with the M.A. degree. Data regarding maximum salaries were obtained from re-

City	Salaries for M.A. Degree		Salaries for B.A. Degree		City	Salaries for M.A. Degree		Salaries for B.A. Degree	
	Maximum	Minimum	Maximum	Minimum		Maximum	Minimum	Maximum	Minimum
New York.....	\$5325	\$2700	\$5125	\$2500	Indianapolis.....	4250	2700	3800	2500
San Francisco.....	5275	3000	4800	2700	Chicago ¹	4200	2600	...	...
Newark.....	5000	2600	4600	2600	Pittsburgh.....	4200	2400	4000	2200
Jersey City ¹	4850	...	...	2200	Houston.....	4200	2400	4000	2200
Baltimore.....	4800	2800	4600	2600	Louisville.....	4200	2600	3900	2400
Buffalo.....	4710	2400	4510	2200	Philadelphia.....	4175	2000	4150	2000
Rochester.....	4710	2400	4510	2200	Cincinnati.....	4000	2300	4000	2300
Los Angeles.....	4650	2970	4370	2690	Denver.....	4000	2400	3800	2400
Detroit.....	4500	2900	4375	2775	Dallas.....	4000	2300	3700	2200
Cleveland.....	4500	2400	4200	2400	Birmingham.....	3982	1665	3942	1575
St. Louis ²	4500	2400	4200	2400	Seattle.....	3900	2500	3800	2400
Washington.....	4500	3000	4000	2500	St. Paul.....	3700	2200	3500	2000
Portland.....	4500	2600	4100	2400	Columbus.....	3675	2175	3550	2050
Toledo.....	4500	2400	4350	2400	New Orleans.....	3600	2200	3450	2050
Providence.....	4500	2000	4500	2000	San Antonio.....	3600	2400	3200	2300
Boston ¹	M-4488 W-3672	M-2616 W-2424	...	...	Atlanta ¹	3275	1908	3069	1908
Minneapolis.....	4400	2200	4200	2000	Memphis ¹	2900	2000	2900	2000
Kansas City ³	4400	2500	3825	2400					
Milwaukee.....	4296	2696	3996	2596					
Oakland.....	4260	2820	3900	2700					

¹Rates shown for high schools.

²St. Louis—Schedule to become effective June 1, 1948.

³Kansas City—Schedule to become effective September 1948.

CURRENT DECISIONS ON SCHOOL LAW

M. M. CHAMBERS

American Council on Education

1. Have teachers the right to serve on juries?
2. May district reorganization be delegated to a county committee?
3. Is state aid on basis of daily attendance valid?
4. Is transportation to be provided at option of voters?
5. Has a school district a vested right to perpetuation?
6. Can public funds for vocational training be used for private gain?

1. RIGHT TO JURY SERVICE

RULING: A section of the U.S. Code known as the Civil Rights Act provides that "Every person who, under color of any statute, ordinance, regulation, custom or usage of any state . . . subjects . . . any citizen to the deprivation of any rights, privileges or immunities secured by the Constitution and laws, shall be liable to the party injured in an action at law. . . ."

A section of the New York State Education Law provides that probationary teachers may be dismissed for any reason or without stating the reason. Under the federal statute quoted, an alleged dismissal solely because of absence to serve on a federal jury necessitates a trial of the facts to determine whether the absence was of reasonable length and not otherwise improperly taken. The dismissal may have been "the termination of an expectancy of continued employment, and that is an injury to an interest which the law will protect against invasion by acts themselves unlawful, such as the denial of a federal privilege." *Bomar v. Keyes*, (U.S.C.C.A.), 162 Fed. 2d 136 (1947).

CASE: A probationary teacher in a Brooklyn high school was absent from duty for some nineteen days in 1939 to serve on a federal jury and was subsequently dismissed. She alleged that the principal procured her dismissal in violation of the federal Civil Rights Act. Suits for reinstatement were dismissed by the state commissioner of education in 1940 and by the supreme court in New York in 1941.

Suit for damages in federal district court was dismissed, but the judgment was reversed and remanded by the circuit court of appeals, in an opinion by Judge Learned Hand. He held that the privilege of serving on a federal jury is an interest which the Civil

Rights Act is intended to protect and, hence, the allegation in this case could not properly be ignored without trial on the facts. This is the important principle involved, and the fact that the district court decision after trial of the facts may be against the plaintiff teacher because her absence was adjudged to have been of such length and to have been taken in such manner as not to entitle her to redress is of only secondary interest.

2. REORGANIZATION ACT VOID

RULING: The Kansas statute of 1945 creating in each county a school reorganization committee and empowering it to alter or establish school districts is an unconstitutional delegation of legislative power. The authority to create or destroy school districts belongs to the state legislature. The constitution is held to authorize the delegation of legislative powers in school matters to the state and county superintendents of public instruction only. *State ex rel. Donaldson, County Attorney, v. Hines, County Superintendent of Public Instruction, et al.*, 163 Kan. 300, 182 P. 2d 865 (1947).

CASE: Both the act of 1945 and its amendments of 1947 were void in toto because they attempted to empower the temporary county committees to "organize, reorganize, disorganize and number . . ." school districts within their respective counties. This is not a matter of county business or of local ordinance making; it is a state legislative power related to the public policy of the state as a whole.

The attempted delegation might have stood the test if the statutes under attack had prescribed definite standards to guide the committees, including specific sets of facts which must be found to exist as a basis for the action in different cases or classes of cases. However, standards of this type did not appear in the statutes.

COMMENT: In a sense this is a well merited rebuke to the currently widespread movement to shift, in whole or in part, the responsibility of state and county school administrative officers and boards to temporary "committees of citizens," especially in the vital matter of school district reorganization. During the past decade state after state has been bogged down in a maze of "county committees," and progress in district reorganization has been at a rate which will require centuries unless state legislatures and state school administrative officers become less timid in the exercise of their unquestioned constitutional powers.

3. STATE AID ACT UPHELD

RULING: The Oklahoma act of 1947, which, among other provisions, directed apportionment of certain state aid funds on a basis of daily school attendance rather than on school census reports, denied these funds to districts which maintain no schools and disincorporated districts which transfer all their pupils to one other district, is constitutional and valid. *School District No. 25 of Woods County v. Hodge, State Superintendent of Public Instruction, (Okla.)*, 183 P. 2d 575 (1947).

CASE: This suit was a broadside attack on the statute which provided for the elimination of the "rotten boroughs" in Oklahoma's pattern of school districts, revamped and modernized the system of state aid, and furnished the basis for the distribution of some \$18,000,000 annually from various allocated tax sources. Typical of the numerous and far fetched adverse contentions was the argument that a high school is not a common public school, though so declared by the legislature in unmistakable terms. It was also vainly argued that the constitutional powers of the state board of education must be limited to the

supervision of instruction and cannot affect reorganization of districts.

The constitution does prescribe that the school census or *enumeration* shall be the basis of apportionment of state aid from the income of the state *permanent common school fund*, but this does not prevent the legislature from adopting the more nearly accurate basis of school *attendance* for distributing funds appropriated or accruing from tax sources.

COMMENT: Here is an instance of an act bringing several sound progressive features into the state school administrative system, successfully clearing fancied constitutional barriers.

4. TRANSPORTATION OPTIONAL

RULING: In Minnesota each local school board may determine whether or not it will furnish free transportation for pupils. There is no authority for submission of the question to the voters of the district and, if it is so submitted, the election does not affect the discretion of the board. *Muebring et al. v. School District No. 31 of Stearns County, (Minn.), 28 N.W. 2d 655 (1947).*

CASE: The district electorate voted in 1933 to "erect a new school building in the village of Fairhaven and provide bus transportation for the children living in the eastern end of the district . . ." and the transportation was actually provided for twelve years continuously until 1945, when the school board discontinued it.

Suit to compel the board to furnish free transportation failed because, said the court, "Where there is no statutory authorization for submission of a question to the voters for their decision, such a submission by a public authority clothed with power with respect to the question submitted constitutes an unauthorized redelegation of delegated power. In such a case, because the voters lack power with respect to the question submitted and because the public authority lacks the power to confer it upon them, submission of the question to the voters is without legal effect, and their decision is in no way controlling or binding."

COMMENT: Justice Peterson made a lucid explanation of the fact that school districts in Minnesota are governed in part on the principle of pure democracy, as in a Swiss canton or a New England town, and in part on the principle of representative government. He cited examples of each in

the statutes. For instance, issuing bonds is a function which the board can perform only with the approval of the electorate, but employing teachers is a function which the board is empowered and required to perform without reference to the electorate. These principles apply generally in other states. Many states, however, make transportation mandatory under specified conditions.

5. DISTRICTS NOT PERPETUAL

RULING: An Oklahoma act of 1943 allowing a school district to be annexed to another upon favorable vote of the electors of the district desiring to be annexed, without submission of the question to the electors of the other district, and making the new district owner of the school property and responsible for the debts of the annexed district, except bonded indebtedness, is valid. School districts are subordinate agencies of the state which the state may alter or abolish without consulting the inhabitants thereof. *Independent Consolidated School District No. 7 of Harrah et al. v. Bowen, (Okla.), 183 P. 2d 251 (1947).*

CASE: The annexation ordered by the county superintendent in accord with the statute was opposed by the annexing district because it would necessitate the employment of an additional teacher and the operation of an additional school bus, thus requiring a rise in the tax rate. The technical arguments against the constitutionality of the statute are not worth repeating because they all fall before the fundamental principle that the inhabitants of a public school district acquire no vested rights of such nature as to prevent the state from enlarging it, diminishing it, or abolishing it.

COMMENT: The main principle illustrated in this case is sustained in every American state. Although many states have statutes requiring popular elections, in diverse and complex forms, on each case of school district reorganization, none of these is constitutionally necessary.

6. NOT FOR PRIVATE PROFIT

RULING: German and Italian prisoners of war, employed in the mills and camps of a Wyoming lumber company and receiving training from instructors paid from federal funds under the War Production Training Program, were carried in the same

status three months beyond the expiration of that program on June 30, 1945, by virtue of a decision of the state board of education. This allowed the state director of vocational education to determine whether the instructors involved should be paid from funds appropriated to the federal-state trade and industrial education program under the Smith-Hughes Act.

The lumber company cannot lawfully be reimbursed for the pay of the instructors during these three months because payment for such training of prisoners of war out of public funds was not authorized by any federal or state statute after June 30, 1945, and the state board of education could not lawfully delegate its determination of the matter. Moreover, federal statutes forbid expenditure of funds appropriated for industrial plant training programs unless that training "be bona fide vocational training and not a device to utilize the services of vocational trainees for private profit." *State ex rel. R. R. Crow and Company v. Copenhaver, State Auditor, (Wyo.), 184 P. 2d 594 (1947).*

CASE: About \$6461 was paid by the company to the vocational instructors during the disputed three months. The Wyoming supreme court concluded that neither the state nor the federal government could benefit from this expenditure "for enemy aliens captured through the fortunes of war, held in this state by force, compelled to work on private enterprise after the War Production Training Program had been brought to an end, and required under the terms of international law to be repatriated upon the cessation of hostilities." Therefore, the benefit of the training, if any, was chiefly or wholly to the private company, and reimbursement out of public funds would be unlawful.

COMMENT: If this was in fact a case of attempted use of public funds to pay some of the company's foremen under the guise of "instructors," any comment is superfluous for the impropriety involved is too obvious. Any "on-the-job" vocational or industrial training program requires constant vigilance to prevent its perversion into schemes for private advantage wherein production foremen are paid out of public funds as alleged "instructors" or alleged trainees are paid out of public funds for menial dead-end labor under the guise of "students receiving instruction."

Names IN THE NEWS

SUPERINTENDENTS



Ernest M. Hanson

Ernest M. Hanson, assistant superintendent at Salt Lake City schools has accepted the superintendency at Pueblo, Colo. He was with the Salt Lake City, Utah, for nine years and before that was superintendent at Hutchinson, Minn., from 1930 to 1935.

Merlin C. Wolfe, superintendent of schools at Marquette, Mich., has been named to succeed **James A. Lewis** as superintendent at St. Joseph, Mich. Mr. Lewis is now head of the school system at Dearborn, Mich.

Colin English, state school superintendent for Florida, has announced that he will be a candidate for governor in 1948.

Hollis A. Moore, superintendent at Kerrville, Tex., for twelve years, has resigned.

Carl G. Sorenson, junior high school principal at Plattsburgh, N.Y., has been appointed superintendent succeeding **George M. Elmendorf**, who retired. **Evelyn A. Merritt** has been appointed principal of the senior-junior high schools.

E. B. Morrison, former superintendent of schools at Granger, Tex., is now superintendent at Cuero.

William Amos Kincaid, superintendent of schools at Summit, N.J., is now superintendent at Hempstead, N.Y.

R. W. Bardwell, superintendent at La Crosse, Wis., has been appointed director of the vocational and adult education school at the University of Wisconsin.

Allen W. Edson is the new superintendent at Morris, Minn., succeeding **Theodore W. Fenske**. Mr. Fenske is now associate director of field operations at University Farm, St. Paul.

Russell T. Scobee, superintendent at Little Rock, Ark., has resigned.

James R. Clark, principal of the high school at Hamburg, Ark., is now superintendent at Fountain Hill, Ark.

Charles T. Cowan, former principal of Lincoln High School at East Orange, N.J., is now superintendent at Saranac Lake, N.Y.

F. C. Lundberg, superintendent of schools of Burnett County, Wisconsin, has resigned and is now principal at Clear Lake, Wis.

SUPERVISING PRINCIPAL

Herman L. Vaughan, principal of the Senior High School at Ballston Spa, N.Y., resigned recently to accept a position as supervising principal of the Central School at Brockport, N.Y.

PRINCIPALS

David M. Davidson, principal of Senn High School, Chicago, since 1928 and before that principal of Seward and Gladstone elementary schools and Englewood High School, has retired after thirty-seven years with the public school system.

Henry Mendelsohn, principal of the James R. Doolittle Elementary School in Chicago, has retired after forty-one years as teacher and administrator.

Francis R. Hickey, head of the Oxford Street School at Worcester, Mass., has been elected principal of Gates Lane School to succeed **Frank A. Andrews**, who retired in January. **Lawrence R. Houle**, teacher at Worcester Vocational School, succeeds Mr. Hickey at his former post.

Glenn A. Rich, principal of the Gorham-Fayette High School at Fayette, Ohio, has been appointed state supervisor of high schools.

George Allcorn, high school principal at Kerrville, Tex., has resigned to accept a civil service appointment.

Ted Anderson, principal of Russell Dougherty School at Edmond, Okla., resigned recently to become wrestling coach and instructor at Augusta Military Academy, Fort Defiance, Va. **Barney Shadle** has succeeded him.

Frederick G. Behrends has been appointed managing director of Glenwood Manual Training School in Chicago. He was formerly head of the Greer School, Dutchess County, New York, for twenty years.

Samuel Jensen, formerly social science teacher at Mazomanie, Wis., has been named principal of the high school. He succeeds **Stanley B. Helms**, who resigned to become principal of Elkhorn High School.

Walter Shea, principal of the Medill High School in Chicago for sixteen years, retired in January. He was associated with the Chicago school system for forty-three years.

Mahlon A. Povenmire, superintendent at Galion, Ohio, for the last seven years,

has been named principal of Lakewood Senior High School, Lakewood, Ohio. He assumed his new position in February.

Mrs. Marie Johner, principal of the Towner High School, Towner, N.D., has resigned. Her successor is **Herman Larson**, vocational agriculture instructor.

J. L. Purdy, vice principal of the John Rogers High School at Spokane, Wash., has been appointed principal.

B. W. Mason, formerly connected with the schools of Nehalem, Ore., has been named principal of the junior high school at Silverton, Ore.

IN THE COLLEGES

Dr. Alan Willard Brown has been elected president of Hobart and William Smith Colleges. Dr. Brown is a member of the department of English and comparative literature at Columbia University. He also serves on the faculty of Columbia College, New York City.

OTHERS

Herbert D. Williams, superintendent of the New York Training School for Boys at Warwick, N.Y., has been appointed chief of the new Maryland Division of Training Schools. He will be in charge of a coordinated program for the four state training schools and the three private schools for delinquent children. Dr. Williams has been superintendent at Warwick since 1935. He has been a member of the faculty of New York University and the New York School of Social Work at Columbia University.

Maj. Frank L. Beals, former administrative head of the R.O.T.C. in the Chicago schools and first director of the R.O.T.C. units, has resigned as director of compulsory education for the school system. He has been in educational work for twenty-eight years.

Recent appointments to the staff of the United States Office of Education have been announced as follows: in the secondary education division, **Louis V. Newkirk**, Chicago, specialist for industrial arts; **Holger F. Kilander**, Glen Ridge, N.J., assistant specialist in health education; **Howard H. Cummings**, Clayton, Mo., assistant specialist in government and economics; **W. Edgar Martin**, Ann Arbor, Mich., specialist for biology; *(Continued on Page 88.)*



CRANE...for everything in School Plumbing

Every last requirement in school plumbing is part of the broad Crane line. Lavatories, closets, urinals, showers, drinking fountains—all are here—and all are built to withstand years of hard school usage.

Here, too, are extra health safeguards that not only protect the students in your care, but help to school them in good habits of sanitation. The children are further encouraged by the simplicity of Crane controls... *Dial-eze* faucets, for example, are as easy to turn as the dial on your radio!

To renew a *Dial-eze* faucet, you just slip out the old cartridge and slip in the new—one standard cartridge unit fits *all* Crane faucets!

Ask your Crane branch, wholesaler, or plumbing contractor for full information on the Crane school line when you plan a new plumbing installation or modernize your present facilities.

CRANE

NATION-WIDE SERVICE THROUGH BRANCHES, WHOLESALERS, PLUMBING AND HEATING CONTRACTORS

CRANE CO., GENERAL OFFICES:
836 S. MICHIGAN AVE., CHICAGO 5
PLUMBING AND HEATING
VALVES • FITTINGS • PIPE

Audio-Visual AIDS

INITIATING AN AUDIO-VISUAL PROGRAM

FOR some years, individual schools in Nashville* had done some work in audio-visual education. This work, however, was sporadic and uncoordinated. It was evident that the various schools were not using audio-visual aids effectively and consistently.

The war years and army experiences had left no question as to the potential benefits to be derived from the proper use of audio-visual materials in the process of instruction. In 1946, the superintendent obtained the approval of the board of education for initiating a coordinated audio-visual program for the local schools. An initial appropriation of \$15,000 was made for the purpose of providing facilities for the program. Of this amount \$8500 was to be spent for projectors and \$6500 for materials, such as films, records and related materials.

COORDINATOR ASSIGNED

From the first, it was apparent that a coordinator for the program was essential. Accordingly, one of the local teachers who had a lively interest in the work and who was temperamentally and otherwise suited was assigned to administer and to direct the program for all the schools of the city.

It was decided to establish a central film library where the films previously purchased for the various divisions of the central office and for individual schools were collected. Added to them were forty-seven reels of the Yale University Press Historical Photoplays and 1000 glass slides from the Pageant of America Series. To accompany the films and slides, sets of books, "Chronicles of America" and the "Pageant of America," were presented to each junior and senior high school in the city.

For the purpose of facilitating repairs and furnishing parts for projectors, it was decided to standardize

*Nashville is a city of 167,000 people. The school system consists of seven senior high schools, thirteen junior high schools, and thirty-four elementary schools. The combined school enrollment approximates 25,000. Eight hundred forty-four teachers are employed.

W. A. BASS

Superintendent, Nashville, Tenn.

on projectors. A committee of teachers, after a study of available machines, selected the one which seemed best suited for use in the local schools.

When the schools had been supplied, it became apparent that an in-service training program for teachers was necessary so that one or more members of each school faculty might know how to operate the machine with facility. Accordingly, a technician was obtained for instructing a committee from each school in operating technics of the projector. During this study period the audio-visual director was both teacher and student.

Each school appointed three faculty members as a committee to study audio-visual education possibilities and to bring their findings to their respective faculties. Moreover, the chairman of each school committee on audio-visual education was to serve as a member of an advisory committee to the director of the program. The advisory committee also serves as a previewing agency with reference to proposed purchases of additional films and related materials.

The director sends out periodical bulletins showing the available audio-visual materials in the central film library, with sufficient annotation to enable teachers to determine the fitness of the materials for immediate instructional use.

HOW FILMS ARE SENT OUT

All films are sent from the central film library on order from the several schools through the chairman of the local committee on audio-visual education. Each Wednesday the building custodian from each school reports to the central office. The schools have come to regard the custodian as the film delivery man.

When the schools are made aware of the available films, slides, filmstrips and so on, it at once becomes the responsibility of the office of the director

to keep all materials in condition for distribution. For this purpose, a part time clerk is assigned to the director's office to inspect, clean and repair all materials promptly following their use and to return them to the office of the director.

So that the parents of the children might gain the proper information regarding the function of the school's audio-visual facilities, a conscious effort was made to demonstrate to the City Council of Parents and Teachers and to the parent-teacher associations of the local schools specifically what materials were being supplied to the schools and the uses to which they were to be applied. As a consequence of this plan of work the program has been well received and supported by the public.

CONCLUSIONS REACHED

Experience with this program leads to the following conclusions:

1. The work is of such nature as to require a broadly trained, interested, diplomatic coordinator. Without proper direction, the program might easily become one of recreation rather than a means of giving vitality and reinforcement to the instructional program already planned.

2. Representation on a central planning committee by the faculty of each school helps to integrate the work and promote the program.

3. The program should develop cautiously and in response to need.

4. Service from the central film library must be prompt, efficient and coordinated.

5. Audio-visual facilities are of great value, when properly used, in reinforcing and in vitalizing instruction.

6. The various school faculties must know at all times what facilities the central film library has to offer.

7. The central film library must be kept abreast of the times. This requires an annual appropriation of funds sufficient to purchase new materials and to replace losses and outmoded materials.

Teachers Overburdened?

Let

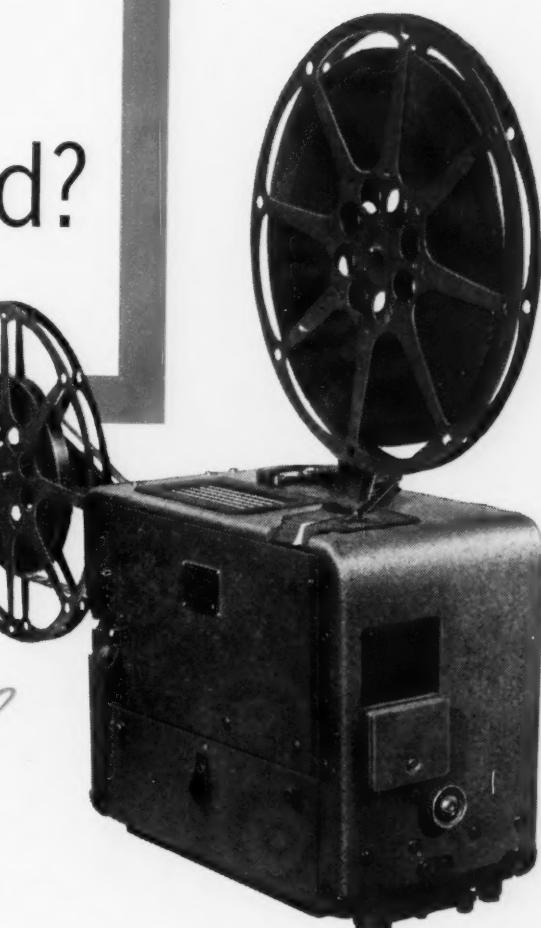
Filmosound

be their tireless assistant

Large classes, crowded buildings, and shortage of teachers have all combined to increase the burdens under which thousands of capable teachers are working.

To maintain educational standards, these teachers need whatever assistance can be readily given them—*now!* And thousands of schools have *proved* that audio-visual aids represent just such assistance.

When you act to meet the crisis by inaugurating or expanding an audio-visual program, remember that such a program can reach the maximum value only when



the finest motion picture projectors are used.

Before you buy, get the full story about the Bell & Howell Filmosound projector. Preferred by experienced educators for years, Filmosound assures professional perfection in picture and sound reproduction . . . simple, mistake-proof operation . . . enduring dependability in rigorous school service.

Write today for reasons why Filmosound is the wise educator's choice. Bell & Howell Company, 7155 McCormick Road, Chicago 45. Branches in New York, Hollywood, Washington, D. C., and London.

Precision-Made by

Bell & Howell

Since 1907 the Largest Manufacturer of Professional Motion Picture
Equipment for Hollywood and the World

Book Review: Student Interest in Leisure Language Activities

RADIO, MOTION PICTURE, AND READING INTERESTS. By Alice P. Sterner. New York: Bureau of Publications, Teachers College, Columbia University. 1947. Pp. XII + 102.

This study was carried on by Dr. Alice P. Sterner in the Barringer High School, Newark, N.J. Miss Sterner's rich background of teaching and guidance in the fields mentioned in the title makes her findings significant.

The study reports an investigation of student interest in seven leisure language activities: radio, books, comic strips, funny books, magazines, newspapers and motion pictures. Relationships are its major concern—relationships among media, among the interests presented by them, and among individual student choices in each medium. Miss Sterner seeks to answer the question, "What impels youth to spend so much time in these activities?" Her purposes are: (1) to learn whether the medium or the interest

has the greater attraction for the adolescent, (2) to investigate students' habits in the media mentioned and to note relationships among them, (3) to study three major adolescent interests—adventure, humor and love—as presented in these media and observe their interrelationships, (4) to note the relation of four factors in adolescent life—sex, school grade, intelligence and socio-economic status—to boys' and girls' choices of media and interests.

A record of the habits of 372 students in the investigator's English classes was obtained for all seven media over a period of three semesters. Check lists, diaries and a record of book reading were used.

The findings reveal that it is the interest rather than the medium which attracts students to these activities: that from a knowledge of a student's activity in one medium one cannot predict how much time he will devote to another; that the relation of sex, age, grade, marks, intelligence, or socio-economic status to choices of interest, media, or specific titles within media is slight, and that youths of different racial and ancestral backgrounds generally enjoy the same experience in all the activities.

IMPLICATIONS OF THE STUDY

Among the implications of the study are the following. So many media influence adolescents that the power of any single one has often been overemphasized. Youth's leisure language habits should be viewed as a connecting link in his development from childhood to adult life. Young people use these media as preparation for their rôle as adults. These media enrich lives which otherwise would be dull and dreary. A youth needs to identify himself and his interests with those of his peers.

This statistical study is most timely. The statistics are well interpreted; the conclusions are supported by facts. The study will receive serious attention from English teachers and should receive the same attention from all forward looking secondary school teachers. It is also of value for counselors, administrators and directors of audio-visual education. Miss Sterner has made a valuable contribution to the literature of communication and to the audio-visual field—DR. E. WINIFRED CRAWFORD, director of the audio-visual education department of the public schools of Montclair, N.J.

• The New No. 46 KEYSTONE

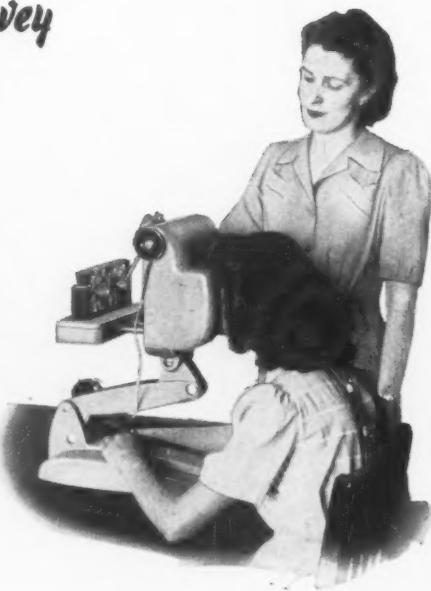
Visual Survey Service

for . . .

Routine Periodic Screening of all pupils in order to discover those who should be referred for professional eye care, or those who might benefit by adjustments in their school work as related to visual requirements.

Special Investigation in Reading-Problem Cases, providing accurate evaluation of the visual factor.

Investigation of the possible contribution of visual deficiencies in **Behavior-Problem Cases**.



Consisting of . . .

A new Precision-Built Instrument with lenses corrected for color and spherical aberration . . . Dry-mounted flat test cards, carefully checked for consistency of findings in screening tests (not diagnostic) . . . A graphic record form that gives an overall picture of the subject's visual skills . . . A clear, detailed manual for the administrator of the tests.

Tests at Reading Distance as well as Far Point, indicating the visual ability for desk work. All tests are with both eyes seeing, which discloses information that escapes older testing procedures.

More than 1600 School Systems of America, and **More than 2000 Industries**, use the Keystone Visual-Survey Service. Lists of users, data on validity, and other information will be sent on request.

KEYSTONE VIEW COMPANY
Meadville, Penna.

Since 1892 — Producers of Superior Visual Aids

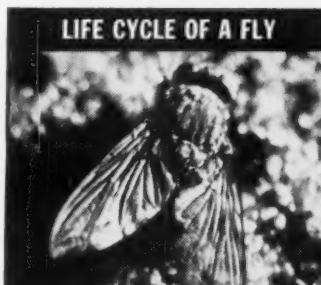
FIVE NEW SCIENCE FILMS YOUR SCHOOL WILL WANT TO USE!

Here are five new 16 mm. sound films that teachers and students alike will welcome. They vividly portray, in microscopic detail and with time-lapse technique, the biological development of the fly, the earthworm, the chick, the sea urchin and the frog.

Each is a scientifically correct, expertly produced, single reel film, especially edited for use in the science classrooms of America. They may be purchased for \$45.00 a reel.

Wherever they have been previewed, at the American Museum of Natural History and other leading institutions, they have received a ready acclaim and acceptance.

These five films are typical of the excellence of all United World product—not only in the educational field, but in recreational and religious fields as well.

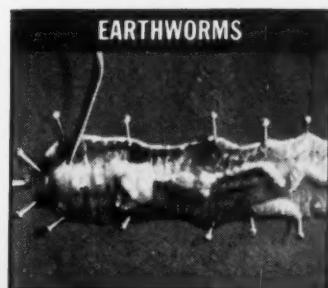


SEE YOUR UNITED WORLD DEALER OR
SEND THIS HANDY ORDER FORM TODAY!

UNITED  **WORLD**
FILMS, INC.

Distributors for
Universal-International and J. Arthur Rank
Incorporating
Bell & Howell Filmosound Library & Castle Films
445 Park Avenue • New York 22, N. Y.

MEMO
In support of the Audio Visual Award Program of the N.E.A.'s Department of Secondary Teachers, United World Films, Inc. will award a 16mm. sound print of any one of these five new science films to the school in each state and territory which, in the judgment of the Dep't, has made the best progress in the establishment on its own premises of a library of instructional films.



United World Films, Inc., 445 Park Avenue, New York 22, N. Y.

Please send me the following films:

TITLE	No. of PRINTS	PRICE	TOTAL
"LIFE CYCLE OF A FLY"			
"DEVELOPMENT OF THE CHICK"			
"EARTHWORMS"			
"THE FROG"			
"THE SEA URCHIN"			

Remittance enclosed Ship C. O. D.

Name _____ Position _____

Institution _____

Address _____

City _____ State _____

I am interested in the following film catalogues:

Educational Recreational Religious

A-3

Operation & Maintenance

Uniforms Make Better Employees

CLEAN, immaculately uniformed custodians are better workers and more loyal employees than those who present a slovenly appearance. Furthermore, they contribute to better community relations.

These facts clearly established by school officials in the years preceding the war were necessarily overlooked when the manpower shortage became critical. No time then to bother about appearance. "Give me a man, or a woman for that matter, who can handle a broom or brush" was the cry of business officials everywhere. Sometimes their prayers were answered; more frequently they were not.

RETURN TO UNIFORMS

With the labor situation now considerably improved, recommendations on various personnel practices which were at that time in process of being developed to promote happier employer-employee relations are being removed from the files marked "Pending" or "Deferred," dusted off and restudied. Among these is a folder marked "Uniforms."

"It is most desirable and essential that clean, neat appearing custodians be employed in our schools," we find written in the records. Toward this end some school systems have appointed a special committee to study the problem and to make recommendations.

The need to encourage the neat appearance of custodial workers is acknowledged. Some difference of opinion is noted as to how this can best be achieved. From past experience, voices are raised objecting strenuously to supplying uniforms to workers at no cost. Employees appreciate them more when they pay for them is the argument. Others argue with equal force that where uniforms are required they should be supplied free.

The same difference of opinion is to be found regarding the maintenance of uniforms. Some stoutly contend that laundering should be the responsibility of the school; others argue that it is up to the employee to keep his clothes clean and in good repair.

The situation as it stands today reveals a tendency on the part of school officials to encourage the adoption of a uniform type of dress for custodians but without any direct compulsion. Some suggest that a certain amount of flexibility and freedom of choice is desirable.

Where uniforms are required, the majority seems to be in favor of expecting the employee to purchase his own, furnished to him by the school system, at cost. There is a narrower margin of unanimity between those who believe the custodian should take care of his own laundering and those who insist that uniforms should be maintained by the school, with the advantage going to those who would leave this matter up to the employee.

HOW IT'S DONE IN LYNN

Yet it would not be difficult to find many who agree with John J. O'Brien, supervisor of maintenance at Lynn, Mass., who states simply but effectively: "It is my opinion that school committees should furnish the uniforms, keep them clean and make the wearing of them a requirement." Mr. O'Brien goes on to explain that in the Lynn schools there are buildings where all the men voluntarily wear khaki shirts and trousers, which, as he describes it, "is a nice thing, but many of the older employees feel that they are being discriminated against if this is required. Most of the men and cleaning women," he adds, "are neat about their appearance and it is only occasionally that a member of the staff requires a call-down from the supervisor."

The uniform most frequently

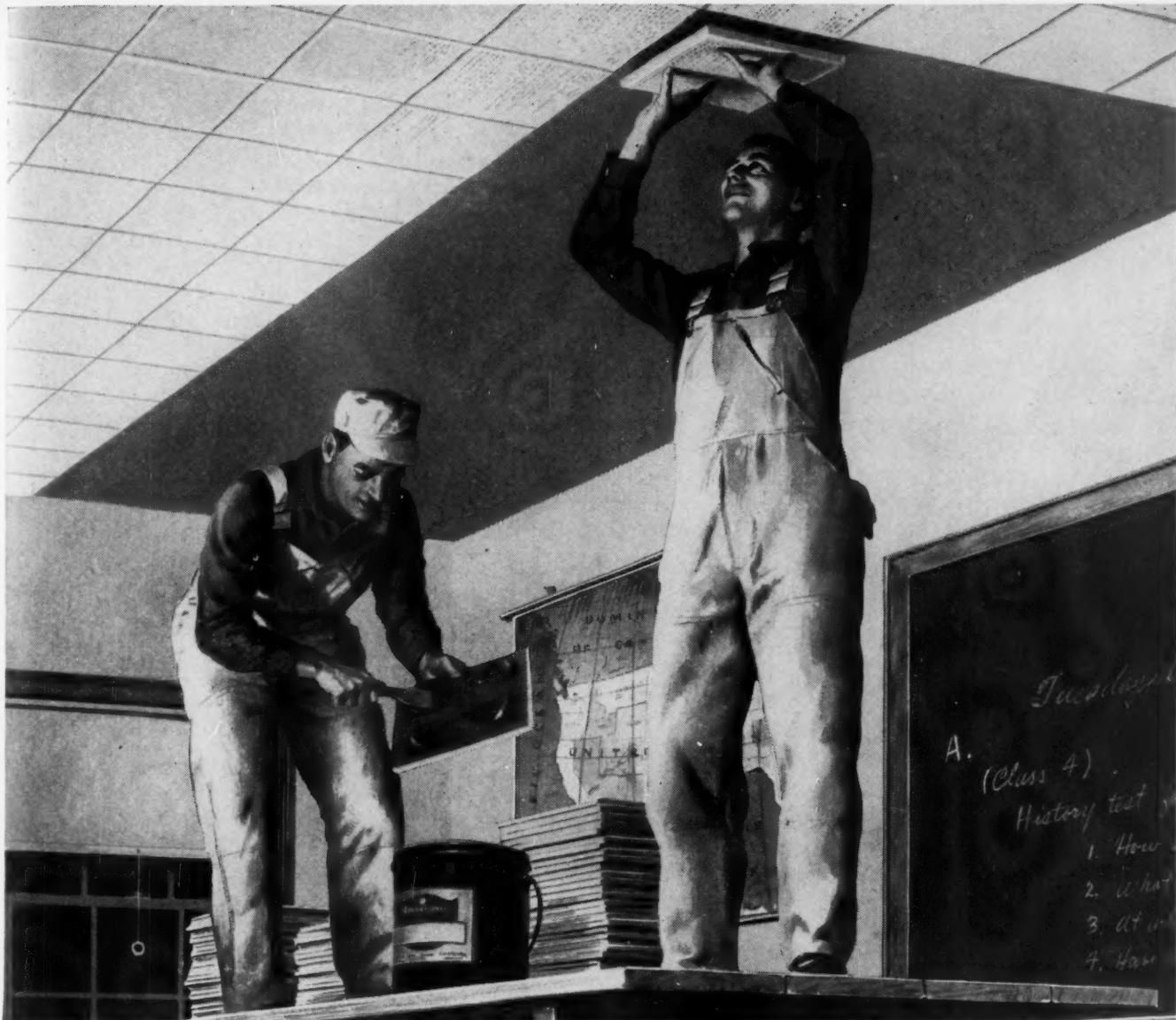
recommended, whether supplied by the school or purchased by the individual, comprises a gray cotton shirt, black bow tie, and either gray or dark trousers. Khaki may be substituted for gray. Older clothes, jumpers or protective work coats are suggested for work in the boiler room or during the performance of heavy duties. Also recommended for effective custodial appearance by A. L. Aydelotte, supervisor of custodians with the public schools of Spokane, Wash., is that the individual wear a smile.

PRIDE IN THEIR JOB

"In Spokane," he states, "we try to make each employee of the custodial staff feel the importance of his work, thus building pride in what otherwise might seem a menial or trivial way of earning a livelihood. Where there are pride, neat appearance, and correct attitude, good work and high morale usually prevail. We have thought it better practice to allow each individual his own choice in how to make a neat appearance. He will be better satisfied and more inclined to follow corrective suggestions.

"We do not supply or require any specific type of uniform for our employees. Prior to the war we encouraged a uniform of gray shirts, black ties, blue and white express-stripe overalls, and black shoes. During the war gray shirts and express-stripe overalls were most difficult to obtain, and any neat combination was used.

"Many of our staff follow in whole or in part the following recommendations for proper custodial dress: no cap or hat; well groomed hair; clean face and hands; gray cotton shirt; black bow tie; dark trousers (wool or cotton); black, well polished shoes, and, above all else, a smile. I say 'in whole or in part' because some prefer different patterns in colored shirts, and some prefer a regulation tie with a clasp. Our top-notch custodians who



TOMORROW, SCHOOLWORK WILL IMPROVE HERE

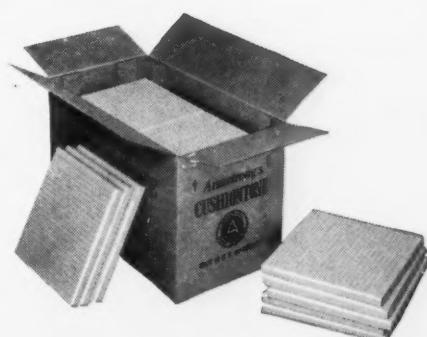
Noise is being banished. This new ceiling of noise absorbing Armstrong's CushionTone® will stop distracting school noise permanently. When classrooms are quiet, teachers can do a better job and students can concentrate on their work.

Armstrong's CushionTone is a perforated fiberboard with 484 deep holes in every 12" square. It absorbs up to three-quarters of the sound that strikes its surface. It is quickly

installed and can be cleaned or repainted many times without losing its acoustical efficiency.

You'll be surprised at how little it costs to quiet your school with Armstrong's CushionTone. Ask your Armstrong contractor.

WRITE FOR FREE BOOKLET, "What to do about School Noise." It gives further details. Write to Armstrong Cork Company, Acoustical Department, 3703 Stevens Street, Lancaster, Pennsylvania.



ARMSTRONG'S CUSHIONTONE

Armstrong Cork Company  Lancaster, Pennsylvania

have boiler room work usually have suitable clothes, such as denim coveralls or overalls and jacket and an engineer's cap which they slip on the first thing in the morning while starting the fires, carrying out ashes and such. Having completed this early morning work by the time school opens, they then change into neater clothes.

"This practice greatly improves the morale among teachers, pupils and patrons. We try to teach our staff of janitors, custodians and engineers the importance of good appearance. Particularly is this true of head personnel. Boiler room engineers, mechanics and night janitors are encouraged to keep as clean and neat as the work permits.

"We are not planning to adopt any program of special uniforms for our custodial staff at this time. As already stated, we like a freedom of choice which tends to promote more favorable attitudes and bring out that smile."

OLD CLOTHES COMPLEX

The question of assuring better appearance of school custodians has proved a problem for many years according to William C. Phelps, chairman of the building and grounds committee of the board of education, River Forest, Ill. "The custodian mentally decided that if he was doing menial work, sometimes of a dirty nature, he would wear old clothes. This may have been reasonable but it certainly detracted from his general appearance within the building, especially at times when there were meetings of the mothers' council, or conferences between teachers and parents, or evening meetings of the parent-teacher association.

"This thought was the motivation behind our going to a uniform house to see what could be done. We found that three uniforms could be purchased each year for each of eight men costing about \$200 a year. These uniforms are of good stout material and include a shirt and trousers and a long coat of the same material. This coat is used by our men while in the basement, around the heating facilities, coal bins, store rooms, and so on. It is left there after being used. This keeps the shirt and trousers clean when the man is working upstairs.

"The shirt and coat have his name embroidered above the left pocket. This we find encourages the children to use the prefix 'Mr.' in addressing

him or speaking of him instead of calling him 'Al' or 'Pete'. Calling him 'Mr.' is flattering to the custodian and is basically a desirable situation.

"We insist that these uniforms be used, which rule has met with no resistance. We issue new uniforms, as needed, under the control of our chief custodian, but this service does not include laundering. We find the men wish to appear neat and clean and so far as we have been able to observe consider it a break to have to do nothing but launder their uniforms since it represents a saving to them over the year."

Before the war all janitors, custodians and employes in the public schools at Yankton, S.D., were wearing cotton uniforms. "We purchased these uniforms," C. A. Beaver, superintendent reports, "through the school, and employes purchased them at cost. The employes paid for the laundering and upkeep.

"We had a set of rules but the war ruined the plan. We were unable to get cotton goods which would be suitable. Moreover, custodians changed jobs frequently. Many left our employ and were replaced by others. These conditions made it necessary for us to abandon the plan of wearing uniforms and since the war we have not revived the practice. When uniforms become available, we shall probably try it again but feel that we cannot get suitable uniforms at this time.

"When conditions become more favorable it appears that the board of education might consider the advisability of paying for laundering. However, since teachers' salaries and other necessary expenses exceed the regular levy, we are marking time on things that we are not forced to do.

A FAVORABLE EFFECT

"We found that wearing uniforms had a favorable effect on morale and personal appearance. The men did not allow their uniforms to become too badly soiled and looked neat and clean when around the building and during school hours. We would like to introduce uniforms again as soon as conditions permit."

Eighteen years ago Evansville, Ind., adopted a standard uniform consisting of gray trousers and shirt with a black bow tie. The men purchased their uniforms and took care of cleaning and laundering. Such arrangement, according to Walter R. Bufkin, director of buildings and grounds, was

highly satisfactory. "During the war the personnel turnover was so great that we did not insist on uniforms. We are now considering them again. In fact, we have a committee working on this problem."

Although the public schools at Wayne, Mich., have not as yet set up any regulations for uniforms for school custodians, Robert M. Baum, business manager, expresses definite interest in the subject. "Heretofore, many of the men have purchased a type of tan cotton duck uniform from their own funds. This is approximately the type of uniform that the Wayne schools would adopt in setting up regulations or requirements."

AND OUT IN WASHINGTON

Speaking for the schools of Bremerton, Wash., C. M. Ross, secretary, says: "Our custodians decided for themselves some time in 1933 or 1934 to standardize on a suitable uniform that would be practical, neat and easy to maintain. They decided on blue and white striped overalls, light colored shirt, and black tie.

"Our custodians take pride in their buildings, in their jobs, and in their personal appearance. Custodians can meet parents and visitors who come to the school with greater ease and poise if they are neatly and appropriately dressed. Moreover, they can command and receive more respect from the principals and teachers.

"Our maintenance men wear light khaki trousers and matching shirts with a black tie. If they have a particularly dirty job, they put on the same type of blue and white striped overalls as is worn by the custodians.

"The board does not furnish any of the apparel worn by the employes nor does it supply laundry service. Our men have never asked for this service. They feel that their dress is as much a part of their own contribution to the job as is their care in seeing that they are clean and shaved and have their hair neatly trimmed. They feel that there is a definite relationship between neat appearance and efficiency on the job."

Therefore, it may safely be said, based on these and other reports from throughout the country, that school systems generally are thinking and planning in terms of neater uniformed custodians. Not only is this a definite factor in promoting better personnel relations but it also contributes to better community relations.



the Lull before the *storm*

They're quiet now—but wait! Active children don't remain *inactive* very long. And when their pent-up energy explodes—at play time, recess, between classes, at the day's end—*watch out!* Feet fly! They pound, slide, scuff—they thoroughly test the flooring material underfoot!

Maybe that's the reason why Tile-Tex* Asphalt Tile is such a favorite among those architects and school authorities who demand from a flooring the maximum in durability and long life—along with beauty, color, comfort and low maintenance costs! For this top quality asphalt tile is as *tough* as they come—as thousands of school

users already know from one or more decades of experience.

Tile-Tex is a school budget stretcher, too! Low in initial cost, of course, and it requires so little maintenance that custodial funds go farther. Regular sweeping along with occasional washing and waxing is all that's needed to keep a Tile-Tex floor neat and clean—its bright colors fresh and new. An unusually wide range of plain and marbleized colors along with many accessories are available to provide floors which can be as colorful, decorative and functional as your needs require.

In cafeterias and other school areas where grease is a problem, many

school architects recommend Tuff-Tex* Greaseproof Plastic Tile. This tough, yet colorful, tile is not affected by grease. But, remember, whether you choose Tile-Tex or Tuff-Tex, you get a safe, smooth floor that's as comfortable underfoot as it is easy on the eyes.

* * *

Write for special Tile-Tex school literature and the name of the nearest Tile-Tex approved flooring contractor. The Tile-Tex Company, Inc., (subsidiary of The Flintkote Company) Chicago Heights, Illinois. Sales offices located in Chicago, New York, Los Angeles and New Orleans.



Tile-Tex Asphalt Tile

*REGISTERED TRADEMARK OF THE TILE-TEX COMPANY, INC.

THE SCHOOL CAFETERIA

CONDUCTED BY MARY DEGARMO BRYAN



The adjuster is on the scene immediately and makes out his report.

INSURANCE REDUCES DISH BREAKAGE

JULIA KRENWINKEL

Head of the English and Social Studies Department, Skokie Junior High School Winnetka, Ill.

storm! Why not organize an *accident* insurance company which would insure its members against financial loss from accidental breakage of dishes?

The next question was whether they should organize to operate for profit or on a cooperative basis. After some further study and discussion, they chose the cooperative plan and drew up a constitution. Within a short time the Skokie School Mutual Insurance Company was chartered by the school council, which is the central self governing body composed of representatives from social studies classes, service committees, and business enterprises.

According to the insurance company's constitution, its purposes are:

1. To give a feeling of assurance to its members.

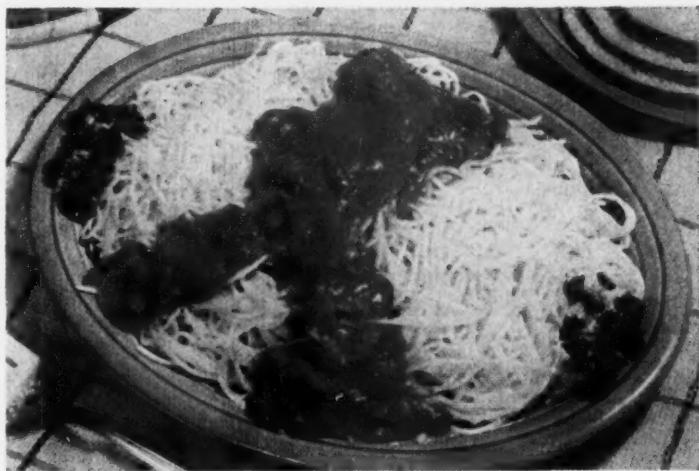
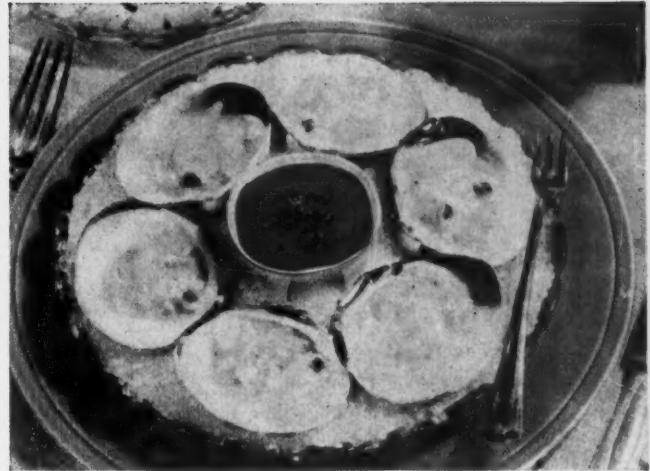
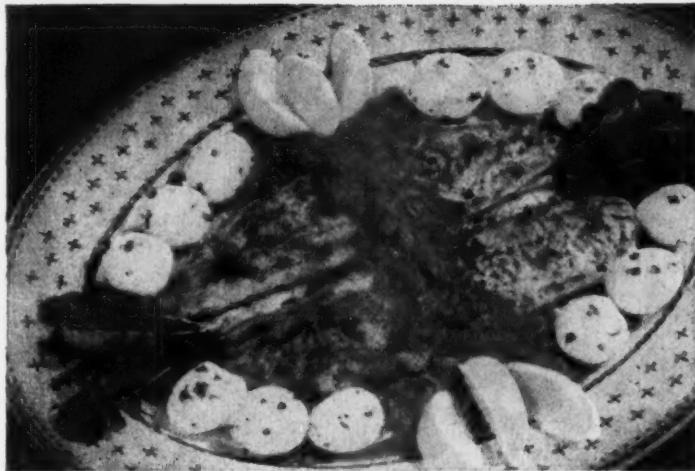
2. To insure members against breakage of dishes, bottles and so on in the lunchrooms, cafeteria, and adjoining halls, excluding the kitchen and dishwashing room, during the regular school hours.

Any citizen of the school, child or adult, may purchase a policy and share in the company management. At present, about three-fourths of the school community are participating members. A board of directors, elected each half year by the members, holds weekly meetings, takes organizational responsibilities, takes action on claims, and conducts the company's affairs between general membership meetings, which must be held at least twice each year. The board elects its own chairman but is directly responsible to the members.

A FEW years ago the Skokie School Council undertook to find the best means of dealing with problems arising from the breakage of dishes in the lunchrooms. Council representatives referred the matter to classes for discussion and suggestions.

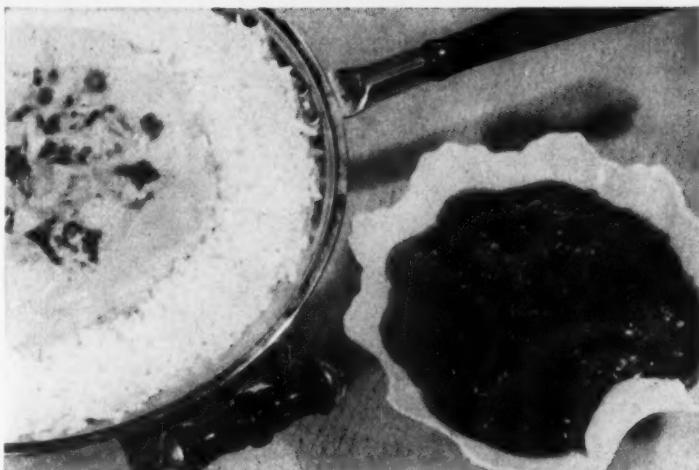
Several weeks prior to this, an arithmetic class studying insurance had conceived the idea that it would be fun to organize and operate an insurance company. One of the parents who was an insurance broker had been invited to advise the students. She told them about different kinds of insurance but had no concrete suggestion to make as to what they might insure within the school.

Nevertheless, they did not give up their notion, and the cafeteria problem came into this group almost like an answer to a prayer. Result: a brain



The Final Touch

Oysters with Sexton Cocktail Sauce, fish or omelette with Sexton Creole Sauce, spaghetti with Sexton Spaghetti Sauce, a curry with Sexton Seven Seas Chutnee and Boston Baked Beans with Sexton Tomato Catsup. With an appetizing array of taste-tempting dishes and so easy for you to prepare in your own kitchens. Insist on Sextons for that final subtle touch to popularize these favorites in your service.



Good Food for
Pleased Guests

The logo for Sexton Quality Foods. It features a heraldic shield with a checkered pattern and a bird, possibly an eagle or hawk, perched on top. The text "Good Food for Pleased Guests" is written in a script font above the shield. Below the shield, the words "Sexton Quality Foods" are written in a large, stylized, serif font, with "Quality Foods" in a script font.



Picture of a Kitchen Manager *Pleasing Everybody*

LOWER costs please management.

Higher standards please the public.

How do you do *both at once*? Simply decide *now* on modern food and kitchen machine installations.

You get higher standards and lower costs—both—from modern production-line methods built around well-selected labor-saving machines for kitchen, salad pantry and dish department. Food preparing machines develop food

quality, enhance flavor and appearance as they cut operating costs. Dish and glass-washing machines are the very backbone of every effort to attain maximum cleanliness at reasonable cost. In every way, the kitchen machine is the cornerstone of successful operation.

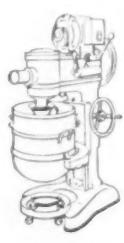
Choose your food machines carefully. You will note that the Hobart line is the most complete in the food industry—each product manufactured, guaran-

teed and serviced by a single world-wide organization—Hobart, a trade name that stands for quality. This means that while the machines themselves are backed by the largest food manufacturer in the world, assistance in planning, purchasing and servicing is no further from you than your own local Hobart dealer. Your kitchen equipment dealer or your Hobart representative is your guide to "pleasing everybody."

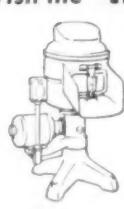
Visit the **"IDEA CENTER"** at the National Restaurant Show



DISHWASHERS



MIXERS



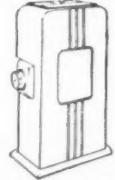
PEELERS



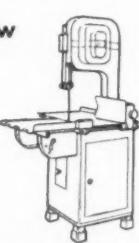
CHOPPERS



SLICERS



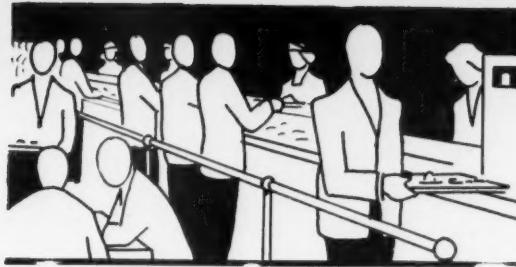
COFFEE MILLS



POWER MEAT SAWS

Hobart Food Machines

THE HOBART MANUFACTURING CO., TROY, OHIO • Factories in Troy, Dayton, Greenville, U. S. A.
CANADA • BRAZIL • ENGLAND • AUSTRALIA • FRANCE



Premium rates are determined by majority vote of the policy holders. Several years ago the rates were fairly high because there was a high accident rate; one year a special assessment was necessary. However, educational campaigns on how to handle a tray of dishes, on the wisdom of walking slowly while carrying a tray, on good table manners, and so on, campaigns devised and conducted by the company's education committee, have reduced the number of accidents. At present the company is operating on a financially sound basis with policies costing 9 cents, 10 cents, and 11 cents for one, two or three years, respectively. Last year each member received a 5 cent refund. This year there will not be any refund because costs of dishes have gone up while premium rates have not been raised.

ADJUSTERS ALWAYS ON HAND

One board member is elected to act as chief adjuster, but all board members are adjusters. They divide for service at different lunch periods so that there is always one adjuster, and usually several, on duty. A list of the adjusters is posted in the lunchrooms so that if one does not appear at the scene of an accident, a claimant may know whom to look for.

Usually an adjuster appears within a moment after a crash is heard. He is trained to be alert, pleasant and helpful. After he has assisted in picking up the broken dishes, he notes on a specially printed form, called an "adjuster's report," the name of the person who had the accident, the fact as to whether or not he is a member of the company, the date, the kind of dish or dishes broken, and the amount of damage.

If the claimant declares that he is a member of the company, he is given a claim form to fill out and place in the company's mailbox. On this form he writes his name, the date, what he broke, a description of how the acci-

dent occurred, and the names of two witnesses, if possible. If the person who had the accident says he is not a policy holder, the adjuster collects for the damage and pays the money to the cafeteria manager. This is done as a service to the school.

At each board meeting the claims are read and checked. (Once in a while it is discovered that a false claim has been made, possibly by a person whose intentions to purchase a policy were so good that he thought he had done so.) An investigator who has collected the claim forms and made an initial investigation reports his opinion as to whether or not the company is liable in each case.

If the board accepts the investigator's report, and there is no question raised as to liability, the chairman directs the treasurer to pay the claim. The treasurer then goes to the school bank and draws out the amount necessary to pay the cafeteria manager who, when she receives the money, signs a receipt on the original adjustment form which is then returned to the files.

WHEN QUESTIONS ARISE

Frequently, claims are not so simply settled as this. Often there is a question as to whether the breakage is due to an accident or to inexcusable carelessness. If the latter seems to be the case, the claimant and his witnesses are called in to the board meeting and questioned. The board makes a final decision as to whether the company is liable. In some cases, especially when the evidence is not clear, a decision calling for "partial payment" is rendered. The company and the claimant then divide the payment of the liability.

Many interesting problems arise. Sometimes the evidence given results in the discovery that the cafeteria equipment is faulty and presents accident hazards. Twice a loose railing was the cause of trays slipping. In

these cases a representative was delegated to take up the matter with the building and grounds committee, which took responsibility for repairing the loose railing.

Another time it was discovered that a series of accidents was occasioned because the lunchroom committee had made an awkward arrangement for garbage disposal. While the claims were paid, the matter was taken up with the lunchroom committee, which promptly changed the position of the garbage cans and placed near them a table on which a tray could be set.

SCHOOL COUNCIL MUST DECIDE

Usually other committees are willing to cooperate when approached with a problem. Sometimes, however, when there is disagreement about means of solving a problem, it is taken to the school council. An altercation arose recently when the insurance company could not agree with the fire prevention committee over the placement of a table in the hall outside the lunchrooms. The disagreement could not be resolved until it was taken to the school council, where it was decided that the village fire marshal should be called in to make an authoritative decision.

Because the insurance company is a cooperative organization, many decisions and all policies are made by the entire membership. When the company was small, it was possible to hold frequent membership meetings on the town hall principle. Since the membership has increased to more than three-fourths of the school population, the large meetings are now held only semiannually. This, however, has not decreased member participation for the board has devised a way of contacting members quickly and of providing for small group discussions under teacher guidance.

ISSUES ARE PRESENTED

The membership list is arranged according to arithmetic classes. When a question or election arises for decision by all of the policy holders, one or more members of the board arrange with each arithmetic teacher to give him a few minutes' time to present the issues to his class. Time is allowed for discussion in which nonmembers are free to participate. Ballots are then distributed to members, marked and collected immediately.

There is nothing rigid about this organization. Board and membership

meetings are always lively. As in all good business organizations, participants are constantly seeking to improve the company's functioning and services. The constitution and by-laws are frequently amended, as creative and cooperative thinking points the way to more efficient business management and to easier accomplishment of the company's aims.

For instance, when the company was small, its constitution provided for a board of directors of nine members. When it had grown to many

times its original size, the members amended the constitution to provide that one board member shall be elected for every twenty policy holders, but that at no time shall there be fewer than nine.

Board members do a great deal of practical arithmetic in making adjustments for breakages, in selling policies, in collecting and disbursing money, and in keeping accounts that balance. They learn how to keep careful files of all their transactions. They learn the value of keeping accurate

minutes of meetings and of making corrections when the minutes are read and inaccuracies are found. They not only discover real uses for acquired arithmetic and language skills, but often find a need for learning such skills.

DISH BREAKING DECREASES

Dish breaking in the cafeteria and lunchrooms has decreased markedly, and through the insurance company a practical, democratic way of assuming and allocating responsibilities for the accidents that do occur has been found. At the same time, education and discipline in habits of carelessness are being advanced.

The discussion that takes place in board meetings, in membership meetings, and around the booth where policies are sold reveals that many important concepts about insurance are being learned through experience. Some of them are:

"It pays to carry insurance because it relieves one of the worry that he may have an accident that will be seriously expensive."

"One is less likely to have an accident when he isn't worrying about it!"

"It's a good idea for one to share losses because then it isn't very expensive for anybody, even if he himself never has a loss."

"It pays to be careful even if one does have an insurance policy; being careful and not having an accident helps keep the premium rates low and may result in a refund."

"Peter is a good officer; he's always on the job; let's reelect him."

"You'd think John owns this insurance company the way he acts when he's adjusting a breakage. I don't think he should be elected to the board again."

PLAN MAY BE EXTENDED

Now that the initial experiment in owning and operating an accident insurance company has proved successful, interested students are exploring the possibilities of extending the company's services to cover other school risks and of selling other kinds of insurance.



Motivate Academic Subjects through Graphic Arts Activities

Printing and Graphic Arts provide for activities which motivate and functionalize every phase of the educational program. The student finds opportunity to apply his academic studies to purposeful activity resulting in projects for which he is a consumer as well as a creator. This is the "Learn by Doing" philosophy in action.

ATF is prepared to equip complete printing and graphic arts departments. Write for information.

American Type Founders Sales Corporation

200 Elmora Ave., Elizabeth B. N. J.

Department of Education



The NATION'S SCHOOLS

FOR THE PLACE OF HONOR

★ On Your **MENU**

★ On Your **PROFIT RECORDS**

A M E R I C A ' S

Rarest

D E L I C A C Y

FOR POPULAR-PRICE SERVICE
IN CHEF'S READY-CUT FORM



The Old Turkey Smoker's
Famed Golden-Brown
Masterpiece Acclaimed by
Epicures the World Over



PINESBRIDGE FARM
Original
SMOKED TURKEY

THE Country Goodness THAT WON THE NATION!

AMERICA'S rarest, most delicious delicacy—acclaimed editorially by Fortune, Reader's Digest, House Beautiful, Gourmet, and other leading magazines. Featured at the Union League, Piping Rock Club, Yale Club, Stock Exchange Luncheon Club, Waldorf-Astoria, Ritz-Carlton, and other exclusive dining places. Ordered for royalty's table at Buckingham Palace . . . choice of Hollywood stars and social leaders for their smartest parties.

Now a proven best-seller and profit-producer for restaurants everywhere **AT POPULAR PRICES**.

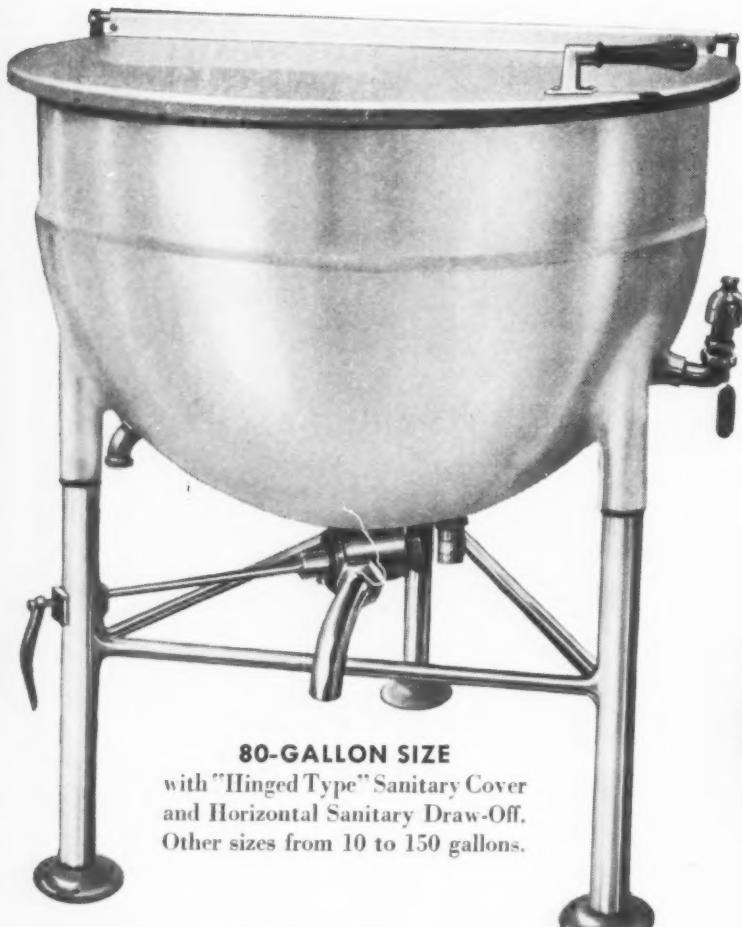
Pinesbridge Farm Chef's Ready-Cut Smoked Turkey is servable in a dozen different delicious ways which are an instant hit on any menu. Why not join hundreds of successful restaurant operators by featuring it on yours?

PINESBRIDGE FARM, OSSINING, N. Y.

JOHN SEXTON & COMPANY, *National Distributor*

APPLEWOOD-SMOKE THE ORIGINAL WAY

ANNOUNCING WEAR-EVER Aluminum



80-GALLON SIZE

with "Hinged Type" Sanitary Cover and Horizontal Sanitary Draw-Off. Other sizes from 10 to 150 gallons.

FAST, EVEN-HEATING ALUMINUM

Users of Wear-Ever kettles report faster cooking at lower steam pressures . . . thanks to the speed with

MORE EFFICIENT SHAPE

The new Wear-Ever kettle-shape combines the best features of the shallow and deep type kettles. They take up less installation space, giving you greater capacity per foot of floor space. The heat conduc-

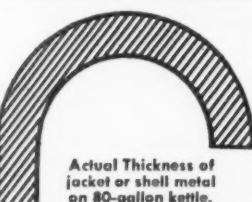
TWO SPECIAL SANITARY COVERS

Both front and rear sections of the Sanitary "Hinged Type" Cover open. In addition the whole cover can be removed easily. New enclosed hinge channel prevents any fluids on cover from running into kettle when cover is opened. Cover extends over kettle bead



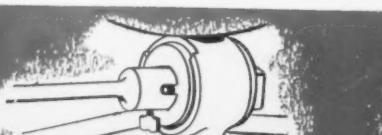
ONE PIECE SHELL OF HARD ALUMINUM ALLOY

The shell and jacket are each drawn from a single sheet of thick, hard 52S



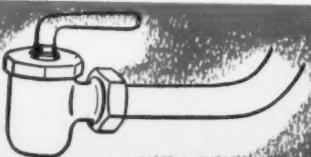
SPECIAL SANITARY DRAW OFFS

Both the Horizontal and Vertical Sanitary Approved Type Draw-Offs* are available for any size kettles. They are quickly removed and dismantled into three easy-to-clean parts. The shut off is



VERTICAL (V-1 Type)

located close to kettle base, preventing food from remaining uncooked in tube. It opens and closes with one quarter turn; can be operated with foot.



STANDARD GOOSE NECK (V-4 Type)

Dairy type valve and goose neck fitting . . . easily taken apart for cleaning.

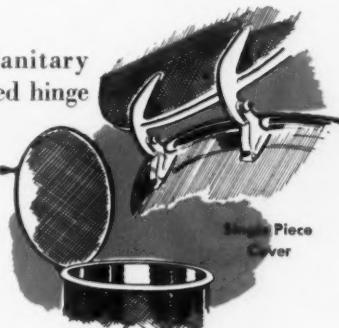


ING the new Steam-Jacketed Kettle

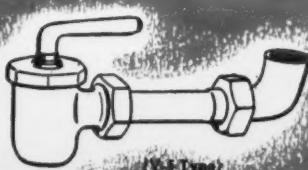
which aluminum conducts heat. Now the *new* Wear-Ever kettles give you this same important advantage plus many others . . .

tivity of the *thick* one-piece aluminum shell is so rapid, these kettles cook even above the jacket line! Will operate at pressures up to 40 or 80 lbs. depending on kettle size. Has adjustable feet for perfect leveling.

for easy cleaning. The Sanitary Single Piece Cover has welded hinge pads. Cover extends over kettle bead enabling cover to be cleaned without danger of dirt or fluids getting into kettle. Both covers available with stain-resistant Alumilite finish.*



aluminum alloy with almost twice the strength of the aluminum used in pre-war Wear-Ever kettles. *There are no inside welds!* Thickness of shell and jacket range from 3/32" to 25/64" depending on size of kettle. The *new* sanitary bead is left *open* for easier cleaning! Highly polished finish on outside if desired.*



NOTE: The Standard Sanitary Draw-Off is available with special fittings for kettles now in use.

*Available at slightly additional cost.



40-GALLON SIZE

with Single Piece Sanitary Cover and Vertical Sanitary Draw-Off. Other sizes from 10 to 150 gallons.

NOW...MORE WEAR THAN EVER IN

WEAR-EVER

Aluminum

Made of the metal that cooks best . . . easy to clean

WRITE FOR MORE INFORMATION about this amazing new line of Wear-Ever Aluminum Steam-Jacketed Kettles. The Aluminum Cooking Utensil Company, 3503 Wear-Ever Building, New Kensington, Pa.

NEWS

More Funds Requested for School Lunches . . . Zeal for Democracy Program Launched . . . Opposition Voiced to Universal Military Training . . . What Today's High Birth Rate Means to Education

Washington Correspondent: HELEN C. BROWN

Veterans' Benefits Total Nearly \$8,000,000,000

WASHINGTON, D.C.—The number of G.I.'s enrolled in education and training on December 31, 1947, under Public Laws 16 and 346 was a little less than 3,000,000. Of this number, 1,300,000 were attending colleges and universities. This is an increase of approximately 10 per cent over the highest previous peak enrollment in April 1947. The number of veterans in other institutional training also showed a slight increase, but the number taking on-the-job training consistently declined during the last ten months of 1947.

The V.A. report for the fiscal year ending June 30, 1947, shows a total expenditure for veterans' benefits of \$7,800,000,000. Expenditures for education and training under the G.I. bill were \$1,535,000,000 for subsistence allowances and \$570,000,000 for tuition and instructional supplies. In addition to these payments for G.I.'s in the United States, \$17,000,000 was paid to those in outlying possessions and approximately \$1,000,000 to veterans enrolled in institutions in foreign countries.

Expenditures for education under Public Law 16 were \$191,000,000, making a total for education and training alone of approximately \$2,400,000,000. The government's investment in the education of veterans will be even more during this fiscal year, probably in excess of \$2,600,000,000.

Veterans are continuing to apply for their certificates of eligibility and time entitlement at the rate of 5000 a day. The number of certificates issued as of December 31 was 7,600,000, representing more than half of all the veterans of World War II.

One factor that may prevent significant recession in veteran enrollment prior to June 1951 is that veterans who were discharged prior to June 1947

must have enrolled by 1951 or else lose the opportunity. Although the V.A. has not yet officially ruled on the matter, it is probable that a veteran who has enrolled in a school or college for even a summer session will be considered as having "entered into training." He will then have until June 1956 to complete his time entitlement.

Congress May Modify Social Security Legislation

WASHINGTON, D.C.—Interest in modifying existing social security legislation is increasing, and some action may be taken late in this session of the Congress. The advisory council on social security appointed by the Senate Finance Committee to study social security legislation will seek to answer the four basic questions: What groups not now covered by social security should be included? Are present benefits adequate? What additional protection, such as health insurance, should be provided? What proportion of the premiums should be paid by the employer, the employee, and the federal government?

New Committee Coordinates Federal and Civilian Research

WASHINGTON, D.C.—President Truman has announced the appointment of an Interdepartmental Committee on Scientific Research and Development. John R. Steelman will serve in a liaison capacity between the President and the committee and also between the President and the nation's scientists and scientific organizations.

The functions of the committee are to coordinate and stimulate the research and development activities of the government and to tie in federal research operations with those in the civilian field, including colleges and universities. The recent report of the President's Scientific Research Board had urged the appointment of such a committee "to

advise on the relationships among the numerous and complex federal scientific activities and to take leadership in the solution of administrative problems common to the different agencies."

School Lunch Program Pro and Con

WASHINGTON, D.C.—The school lunch program which this year has cost \$65,000,000 is once more up for discussion in Congress, as appropriations committees begin working with the national budget. This year the Department of Agriculture has requested \$100,000,000, citing the higher cost of foods as a reason for the increase.

The American Parents Committee has urged that parents and teachers actively support the appropriation. This committee, of which publisher George J. Hecht is chairman, plans to set up permanent headquarters in Washington, D.C.

On the opposite side of the fence, an argument against the school lunch program in the form of a letter from a rural superintendent, Anna Dierssen of Lowndes, Mo., was placed in the *Congressional Record* by Rep. Banta of that state. Miss Dierssen's letter states that "there is a sentimental haze about this school lunch business" which was instituted during the depression when there was a surplus of foods. In brief, her arguments are:

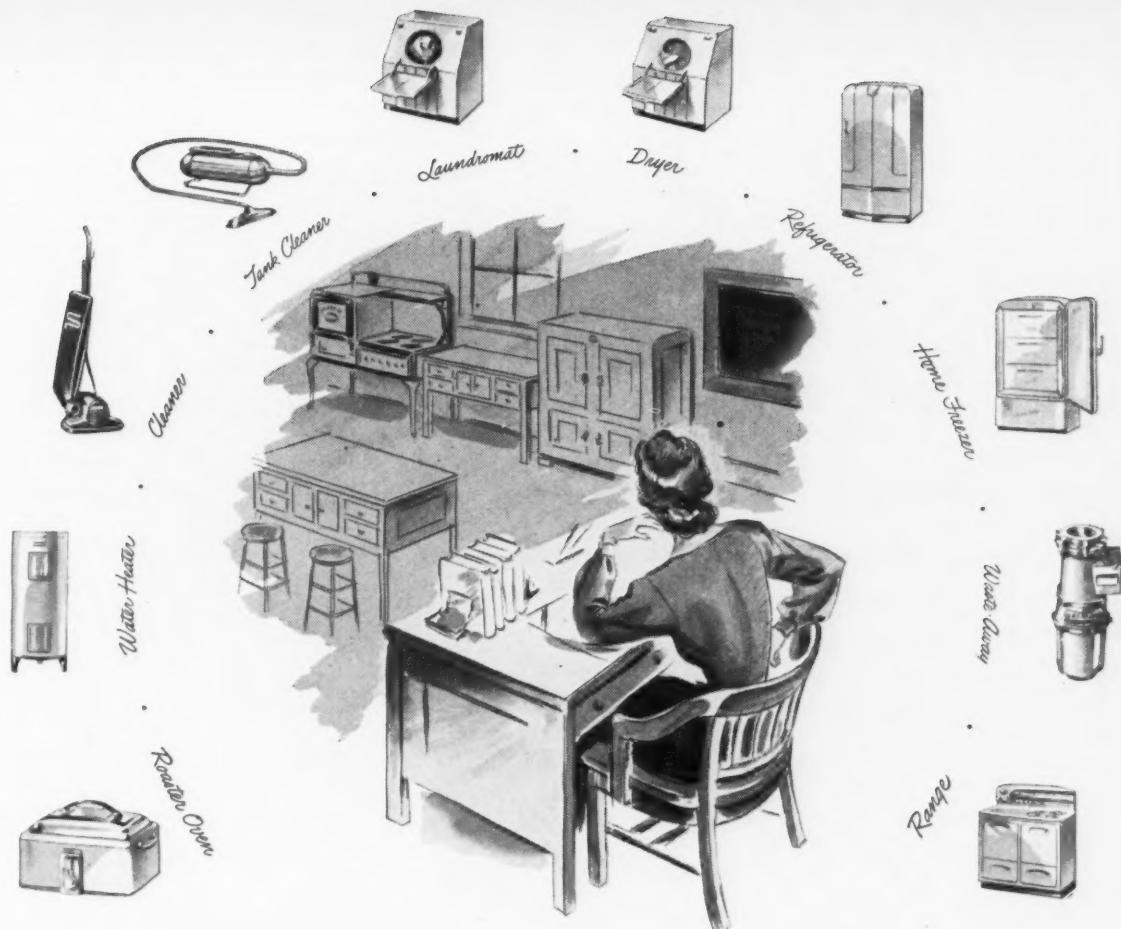
"1. There is no need. Never before were parents so well able to feed their children.

"2. This subsidy hacks at the very root of independence.

"3. The lunch program is sinfully wasteful."

Outlines Zeal for Democracy Program of Activities

WASHINGTON, D.C.—Commissioner John W. Studebaker has announced that the United States Office of Education



Don't Handicap Your Home Economics Department with an Inadequate Laboratory!

INVESTIGATE THE WESTINGHOUSE 5-YEAR APPLIANCE REPLACEMENT PLAN

You get the Westinghouse appliances your laboratory needs at a special low price . . . and . . . we replace them with new ones each year during the term of the 5-year contract . . . at no additional cost.

You get appliances of the finest quality to take the hard service school classes demand.

A complete assortment of major appliances is available to you on one simple contract. Take this opportunity to make your laboratory fit your particular needs. The Westinghouse plan includes practical teaching aids designed to help in the classroom.

SEE YOUR WESTINGHOUSE DISTRIBUTOR

OR WRITE:

School Equipment Service,
Westinghouse Electric Corporation,
414 East Fourth Street,
Mansfield, Ohio



Westinghouse

PLANTS IN 25 CITIES . . . OFFICES EVERYWHERE

ELECTRIC APPLIANCE DIVISION

Mansfield, Ohio

will develop a program "for the promotion of zeal for American democracy in our schools and colleges."

Planned for an early date are the following activities.

1. Issuance of a statement of the principles of democracy representing a consensus of the faith of representative leaders in different fields of endeavor—agriculture, business, manufacturing, labor, professions and so on.

2. Suggestion of certain criteria by which the people, acting through their representatives, may judge the effectiveness with which the educational institutions of their states and communities are developing a true understanding of the basic tenets of the democratic faith and a zealous regard for their application.

3. Suggestion of resource material helpful in creating an understanding of the threats to democracy, internal and external, which arise from antitheistical beliefs and practices.

In announcing this program, the commissioner states that it is not "conceived to be the function of the United States Office of Education as an official agency of government to attempt in any way to dominate the schools and colleges with respect to the content of their instructional programs. That type of thought control practiced by totalitarian governments is the antithesis of democracy. We would not be a party to such an attempt under any circumstances."

"But it is conceived to be a proper function of such an official agency of government to disseminate information and facts which may be helpful to those legally or morally charged with the responsibility for the direction and control of education in this country. I refer to the people of the states and their local communities acting through their legislatures, boards of education, trustees and educational officials."

"Finally, we must do all that we do in a spirit and manner that is itself harmonious with the basic tenets of democracy. One of these tenets of particular importance in this connection is that of respect for the opinions of others, even when those opinions are at variance with those of the majority."

The program, in spite of the commissioner's qualifying statements, has been challenged by Congressman Ralph W. Guinn of New York, a member of the House Committee on Education and Labor.

Mr. Guinn states: "Taking advantage of the intense interest in the problems

of democracy and its survival now manifesting itself in our schools and colleges, Dr. Studebaker boldly announces that his office will enter into the propaganda picture. . . . We thought the statements of essential principles of democracy were well taken care of in our magnificent Bill of Rights. Is there any reason to hope that a federal office in present day confused Washington can tell our youth better than the Bill of Rights what true democracy really is?"

Would Have Stronger Control of History Teaching

WASHINGTON, D.C.—Although congressional hearings have been discontinued on the matter of civics textbooks used in the schools of the District of Columbia, Representative Miller has introduced a resolution to establish stronger control by Congress over the teaching of history and civics.

The resolution, if adopted, would establish a declaration of policy which would presumably serve as a guide to teachers and those preparing instructional materials. It would require a report to Congress each year assuring that the schools "encourage and promote national pride by stressing patriotic ideals" and that they teach "the high ideals and principles set forth in the Constitution."

Two other requirements are included in the resolution: that no member of the board of education shall serve more than one term, and that history and the Constitution shall be taught in the junior and senior high schools.

Will Tell How to Teach International Understanding

WASHINGTON, D.C.—The National Education Association will shortly publish a 300-page volume setting forth an American creed for world-mindedness. It will seek also to answer the question of how to teach international understanding to elementary and secondary children and to college students.

Special courses in internationalism are not proposed for schools below the college level.

Would End Segregation in Washington Schools

WASHINGTON, D.C.—Bills have been introduced into both the Senate and House aimed to end "any distinction, discrimination or restriction on account of race, color or creed or for any reason not sanctioned by law and not applicable alike to persons generally" in the District of Columbia.

The proposed legislation includes

"admission or accommodation or service of any person in any place of public education, accommodation, resort, entertainment or amusement, whether licensed or not, or any public conveyance, or any public meeting or assemblage."

Penalties for such discrimination include: a fine of not less than \$100 or more than \$500 "to be recovered by the person aggrieved thereby"; a further penalty of not less than \$10 or more than \$100 or a like number of days in jail, or both; and upon the second conviction within twelve months the individual's license to operate the business shall be revoked for a period of at least sixty days.

Any citizen of the District may bring suit, and penalties are levied upon both the operator and the owner, individual, corporation, or unincorporated association, if they are not one and the same.

Senator Taylor in introducing the bill urged speedy action, stating that, "The residents of the Capitol City pay homage to the Constitution and the Declaration of Independence and at the same time they acquiesce in their nullification. Our obligation under the Charter of the United Nations imposes a special obligation upon us to pass legislation of this sort."

Congressman Powell has introduced a bill "to prohibit the separation of races in the armed forces of the United States, whether by means of separate quarters, separate mess halls, or otherwise."

The American Veterans Committee has urged Secretary of Defense Forrestal "to require every component of the armed services to adopt and practice a policy of nonsegregation and nondiscrimination in the recruitment, training, utilization and handling of personnel."

Expect High Birth Rate Will Continue

WASHINGTON, D.C.—The 1947 birth rate in the United States hit an all-time peak, according to the U.S. Bureau of Vital Statistics. The birth rate in 1947 was 26.2 per thousand population; in 1940, it was 17.9.

What these percentages mean to the future of education is evident when they are put in terms of the number of infants and children. In 1940, there were 2,360,000 babies born in the United States; in 1947, the number was 3,730,000, or an increase of 1,370,000. Thus, by 1953, the capacity of the first grade in the elementary schools of the

"Safety, Economy, Endurance— We PROVED 'em all!"

Al Esper

CHIEF OF TEST DRIVERS
FORD MOTOR COMPANY



The New 1948 FORD SCHOOL BUS *Safety* CHASSIS

Ask your Ford Dealer for the special catalog on the brand-new 1948 Ford School Bus Safety Chassis. He'll be happy to furnish copies for your board or committee.

Then you'll have the full facts on the greatest Ford school bus chassis value of all time! These new Bonus* Built Ford School Bus Safety Chassis give you valuable advantages found in no other vehicles at any price, yet the cost is moderate indeed. Every wanted safety feature—extra strength, new spring comfort, new steering ease, added stopping ability, and a choice of two great new engines.

The new Ford School Bus Catalog can settle your school bus question—save you money, time and trouble.

*Webster's Dictionary definition of word "Bonus"—"Something given in addition to what is usual or strictly due."

Listen to the Ford Theater, Sunday afternoons, NBC network. See your newspaper for time and station.

"18 YEARS OF GOOD SERVICE"

"We have used Ford School Buses for 18 years and have found them outstanding in economy, reliability and durability."

—James H. Jones, Superintendent,
Hope School District, Hope, Ark.

"FORD'S BEST IN OUR FLEET"

"We have found our Fords the most economical, dependable school bus chassis in our fleet."

—J. Walter Kenney, President
Department of Superintendents,
State of Virginia

"UNEXCELLED FOR SAFETY, LOW COST"

"In the opinion of our school administration and our drivers, our four Ford School Buses are unexcelled for maneuverability, low cost of operation and safety."

—Warren E. Gravelock, Vice-Principal,
Washington Union High School,
Centerville, Calif.

nation must be increased 61 per cent above their capacity in 1940.

This increase in enrollment resulting from the baby boom that started during 1940 has already hit the first grade. The size of first grade classes will continue to increase—250,000 in 1948 over 1947 and 130,000 more by September 1949. For the next two years, enrollment in the first grade will drop nearly 200,000, but by September 1952 the increase will be 325,000 above the previous high of 1949 and will add still another 470,000 by September 1953.

Even if the birth rate suddenly dropped back in 1948 to the 1940 level, the elementary schools would have a total increase in children from the first through the sixth grade by 1953 of 3,904,000 boys and girls. Even this number calls for an increase in classrooms, teachers, and educational expenditures of approximately 30 per cent. The increase will not be evenly distributed, however, throughout the six grades.

Two facts would seem to indicate that the present high birth rate will continue for some years. The percentage

of increase in births in 1947 over 1940 was higher in families of seven children than in those for which the infant was a first or second child. Also, the number of marriages in 1947 was higher than ever in our history—500,000 or a little more than 30 per cent above the average of 1,400,000 per year in the prewar period.

If it is assumed that the 1947 birth rate will continue relatively constant for the next five years, our elementary schools must increase their prewar capacity by more than half. The first of the boom will hit the secondary schools in 1954. The current peak will be reached by 1961. Colleges will feel the pressure of the increase in 1958 and the full impact by 1965.

The projected elementary school enrollment figures to 1953 are based not on estimates but on recorded births. While mobility of population may lessen the problems for some school districts, it will increase them for others.

N.A.M. Opposes Federal Subsidies to Public Schools

WASHINGTON, D.C.—The National Association of Manufacturers has expressed itself in a study prepared by a special committee as being strongly opposed to federal subsidies for education for all states. It says:

"While this committee is in hearty sympathy with efforts for sound improvement of the public school systems of the country and recognizes the need for raising salary levels of teachers, in some areas of the country, it strongly opposes any program of federal subsidies to the public schools of the forty-eight states."

Universal Military Training Vigorously Discussed

WASHINGTON, D.C.—Concurrently with closed hearings of army, navy and air force representatives before the Senate Committee on Military Affairs, changes in the proposed program for universal military training have been released by the armed forces.

Although exact details have not been worked out, the most important change is the proposal to inaugurate the military training program gradually. No person would be inducted during the first year in which the law is in effect, in order that time might be devoted to setting up the necessary machinery. The second year, one-third of all 18 year olds would be inducted; the third year, two-thirds, and the fourth year a "full class" would be inducted, that is, all



TERRIFIC TRAFFIC calls for PYRA-SEAL

Dash - Rush - Scramble . . . is the spirit that dominates the younger set. Exuberance! They seldom walk . . . but glide . . . and slide and run. For a floor to stand such punishment you need PYRA-SEAL.

PYRA-SEAL treated floors are as tough as they are beautiful. PYRA-SEAL forms a hard, lustrous seal of protection, giving a durable slip-resistant finish that can stand tremendous punishment from active feet without showing scratch or scar. Impervious to acids, alkalis, alcohol, ink, hot or cold water. PYRA-SEAL is the perfect answer for class rooms, halls, and gym-floors.

Write for catalog. Dept. N

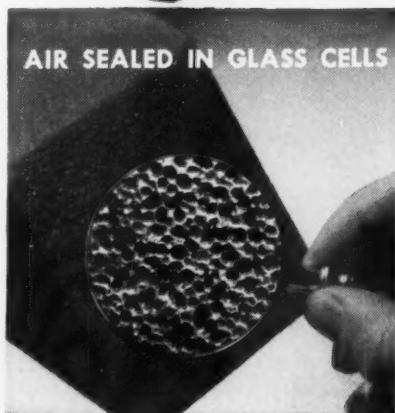


VESTAL INC.
ST. LOUIS NEW YORK

The only material of its kind!

PC

FOAMGLAS INSULATION



THE MAGNIFIED CROSS SECTION of PC Foamglas shows its cellular structure . . . glass bubbles solidified into strong, rigid blocks. In the millions of cells of glass-enclosed air, lies the secret of its insulating value.

PC Foamglas is not a fiber, not a wool, not a board, not a batt. Foamglas is cellular glass, in the form of big, lightweight blocks, each composed of millions of minute, air-filled glass cells. And as such, Foamglas has excellent insulating properties. On roofs and ceilings, in walls and floors, PC Foamglas is helping to maintain required temperature levels, to minimize condensation and to withstand humidity in buildings from Canada to Mexico.

When installed according to our specifications for recommended applications, PC Foamglas retains its original insulating efficiency permanently. It is highly resistant to moisture, fumes, vapor and acid atmosphere — elements that frequently impair the insulating value of other materials.

We shall be glad to talk over your insulating problems, to find out where and how PC Foamglas can best meet your requirements. Also we have recently published booklets that contain valuable information. Mail the coupon and we'll gladly send you free copies. Pittsburgh Corning Corporation also makes PC Glass Blocks.

Pittsburgh Corning Corporation
Room 425-8, 632 Duquesne Way
Pittsburgh 22, Pa.

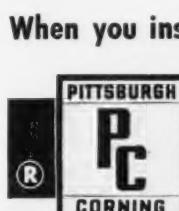
Please send me without obligation,
your FREE booklets on the use of PC
Foamglas insulation for:

Roofs _____ Walls _____ Floors _____

Name _____

Address _____

City _____ State _____



FOAMGLAS INSULATION

FOR ADDITIONAL INFORMATION SEE OUR INSERTS IN SWEET'S CATALOGS

able bodied males who become 18 years of age during that year.

The second proposed change is that navy trainees will receive their training in shore establishments rather than on shipboard. This suggested change is made solely in the interest of economy.

Opposition to U.M.T. is increasing in spite of the favorable report of the President's Committee on Universal Training, the American Legion's "Support U.M.T. Week," and the activities of the army and other groups in pressing for such training. The Gallup Poll of January 1948 showed only 65 per

cent of the American public in favor of U.M.T. as contrasted with 75 per cent in July 1947. A group of prominent citizens headed by Albert Einstein, scientist, has issued a 32-page report against universal military training. The Association of American Colleges, at its recent annual meeting, voted 219 to 69 against such training.

At a meeting on January 23 of the members of the American Council on Education, fifty national organizations in education approved by a vote of 41 to 9 a statement expressing their conviction that the establishment of uni-

versal military training would give a false sense of military security and would weaken the essential elements of national security.

These essentials include: "a strong, healthy, educated population; coordinated intelligence service; scientific research and development; industrial mobilization and stockpiling, and regular army, navy, air force and marines of high mobility and striking power."

The statement urges increased expenditures to achieve these five essentials and recommends the immediate expansion of the organized reserves and the national guard. It concludes: "The united forces of America are opposed to the establishment of universal military training at this time and urge the Congress not to enact legislation authorizing its establishment."

Preliminary reports of a judgment questionnaire which had been mailed to members of the American Council on Education, the American Association of University Professors, the American Vocational Association, and the National Association of Secondary-School Principals were included in the statement. In answer to the question: "Do you believe that universal military training is an essential in a program of national security?" only 23 per cent of college and university presidents, 27 per cent of university professors, 23 per cent of vocational educators, and 33 per cent of high school principals believed that U.M.T. was essential. A complete report of the study will be issued jointly by the four organizations.

SCHOOLS ALL OVER THE COUNTRY INSTALL FABRICS THAT CANNOT BURN

Fiberglas* fabrics, woven entirely of finely spun *inorganic glass* filaments, eliminate the hazards of temporary flameproofing. And—unlike flameproofed fabrics—they do not generate lethal gases or emit suffocating smoke when exposed to fire. Immune to rot or decay; *always operate at 100% efficiency*. Endorsed by school officials in New York, St. Louis, New Orleans, Chicago and many other cities where installations may be seen in school auditoriums.

WRITE FOR SAMPLES AND INFORMATION

THORTEL

FIREPROOF FABRICS

FIBERGLAS* Listed by Underwriters' Laboratories, Inc., as "Non-Combustible Fabric" approved by the Bureau of Standards and Appeals, City of New York.

ARCHITECTS BUILDING, 101 PARK AVENUE, NEW YORK 17, N.Y. • LEXINGTON 2-0711
Sales representatives or recommended workrooms in: BOSTON, BUFFALO, CHICAGO, CINCINNATI, CLEVELAND, DENVER, DETROIT,
LOS ANGELES, NEW ORLEANS, OAKLAND, PHILADELPHIA, PITTSBURGH, RICHMOND, SAN FRANCISCO, ST. LOUIS, ST. PAUL, TOLEDO, WASHINGTON.

*T.M. Reg. U. S. Pat. Off. Owens-Corning Fiberglas Corp.

President's Commission Proposes Aid for Colleges

WASHINGTON, D.C.—A program of federal aid amounting to \$268,000,000 in 1948-49 and increasing to \$854,000,000 by 1960 to meet general and educational expenditures and the needs of capital outlay for publicly controlled colleges and universities was recommended by the President's Commission on Higher Education in its fifth and last policy statement, "Financing Higher Education."

The amount recommended is in addition to the continuing grants of the federal government to the land-grant colleges and for other special purposes, including contract research or training. It is also exclusive of the federal program of scholarships and fellowships recommended by the commission in Volume II of its report, "Equalizing and Expanding Individual Opportunity."

New!

Another Reason to Buy GARLAND RESTAURANT RANGES

The Leader now offers Open Tops, Hot Tops and
Griddle Tops in any combination you want.



No. 83-2 Top Combination
(above)



No. 82-2 Top Combination
(above)



No. 84-7 Top Combination
(above)



No. 83 (above) is equipped with six giant open burners (three open grate sections), griddle and broiler, and two ovens.



No. 82 (above) is equipped with six giant open burners (three open grate sections), griddle and broiler, and one oven.



No. 86-2 Top Combination
(above)



No. 84-3 Top Combination
(above)



No. 86-3 Top Combination
(above)

No. 84-5 Top Combination
(above)

No. 86-7 Top Combination
(above)



No. 86 (above) is equipped with six giant open burners (three open grate sections) and one oven.

Select the Garland Restaurant Range that best suits your needs. Then tell your dealer what arrangement of griddle, open grate and hot top sections best meets your cooking requirements. Garland now can deliver exactly what you want!

Garland leads in sales because Garland leads in value. What better evidence—that your choice should be Garland.

All Garland Restaurant Ranges are available for use with manufactured, natural or L-P gas.



GARLAND*

THE TREND IS TO GAS
FOR ALL
COMMERCIAL COOKING

Heavy Duty Ranges • Restaurant Ranges • Broilers • Deep Fat Fryers • Toasters
Roasting Ovens • Griddles • Counter Griddles

PRODUCTS OF DETROIT-MICHIGAN STOVE CO., DETROIT 31, MICHIGAN

*REG. U. S. PAT. OFF.

School Health Field Needs Nurses, Facilities

WASHINGTON, D.C.—The greatest immediate needs in the school health field continue to be for additional school nurses, more attention to mental health of children and teachers and more adequate facilities for the physical examination and follow-up of school children, according to a recent report of the District of Columbia Metropolitan Health Council.

"Teachers should not be used as health counselors except as a temporary stopgap," the report states. It urges the

assignment of nurses on a full time basis to school health duties and the establishment of demonstration areas with personnel and facilities to provide health services.

The report calls for "additional facilities for treatment of mental problems that may arise in the classroom, with provision for continuous, twenty-four hour study of children with psychopathic tendencies for a sufficient time to diagnose their mental condition."

The committee also recommends that complete physical examination be made of each child at least four or five times

during the time he is in the elementary and secondary schools and that there be adequate follow-up for both preventive and remedial treatment. This entails employment of full time doctors, dentists and technicians.

Vetoed Bill Reintroduced With Changes Incorporated

WASHINGTON, D.C.—Congressman Priest of Tennessee has introduced a new bill to authorize the establishment of a National Science Foundation. It incorporates the provision that the director will be appointed by the President with Senate confirmation.

The bill is similar to the one which passed the Congress in the last session except that the director is to be appointed by the President rather than, as in the earlier bill, by the executive committee of the foundation. The manner of appointment was one of the reasons given by the President for vetoing the measure, and it now conforms to his recommendation.

New York's First Teacher-Mother Retires

NEW YORK.—Mrs. Bridget Peixotto, having reached the retirement age of 70, has given up her duties as principal of Public School 108. Thirty-three years ago Mrs. Peixotto was in the limelight when she became the center of a legal battle to grant married teachers maternity leave instead of being dropped from the pay roll of the board of education. Mrs. Peixotto was dismissed by the board when her baby was to be born. Justice Samuel Seabury of the Supreme Court declared her dismissal illegal, and the late John H. Finley, state commissioner of education, reinstated Mrs. Peixotto. This caused a new ruling and ended a two-year court battle. Mrs. Peixotto became known as New York's first teacher-mother. She plans now to visit her daughter, the baby in the case, who is on the University of Hawaii faculty.

Information Exchange Act to Improve Foreign Relations

WASHINGTON, D.C.—Congress has passed the United States Information and Educational Act of 1948 to enable the government "more effectively to carry on its foreign relations by means of promotion of the interchange of persons, knowledge and skills between the people of the United States and other countries, and by means of public dissemination abroad of information



GUARD THEIR HEALTH



LIQUA-SAN

TOUCHES NO OTHER HANDS

GUARD the children's health with Liqua-San. It touches nobody's hands but the users. Liqua-San penetrates, removes germs as well as dirt, leaves hands smooth and soft. It's economical in use . . . since Liqua-San is highly concentrated, it may be diluted with three or four parts water before using. Write Dept. S-2 for sample and demonstration.

HUNTINGTON LABORATORIES, INC.
HUNTINGTON, INDIANA • TORONTO

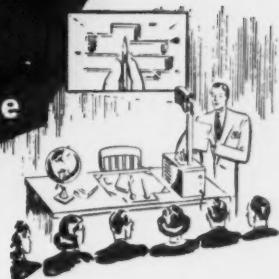
CONTAINS

40%
SOAP SOLIDS

LIQUA-SAN "C"®

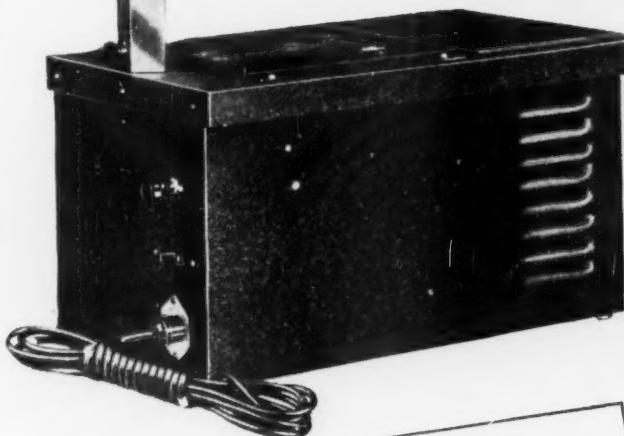
We'd like to show you how the
BESELER VU-GRAPH
OVERHEAD PROJECTOR

enables you to face your audience
while you project material



SEND COUPON BELOW FOR A

free demonstration



the Opaque Projector

THE PRIMARY PROJECTOR
IN VISUAL EDUCATION

Read what supervisors* in vocational education say
about Opaque Projectors:
" . . . the best method for showing really new de-
velopments. Most textbooks are far behind industry."
" I would rate it about first as a potential visual aid."
" In using an opaque projector, the teacher is limited
only by his own imagination." *Names on request

Send coupon for literature describing various
types of Opaque Projectors.

Look at these VU-GRAPH advantages:

- You need never turn your back on your audience.
- Will project any transparency. Will project opaque material in silhouette.
- Takes copy up to 7" x 7".
- Delivers a sharp image over entire area.
- Projection can be clearly seen in normally lighted room.
- Plastic and special pencil makes it possible to make sketches, diagrams, present problems and project them simultaneously. Work can be removed and plastic used over again.
- Vu-Graph film, used in similar way to plastic, projects white lines instead of black.
- Easy to operate.
- 500 watts. AC-DC motor-driven fan, equipped with rheostat for increasing and decreasing speed.

Send Coupon Today for Free
Examination of Beseler VU-GRAPH

CHARLES BESELER CO., Dept. N
243 East 23rd Street, New York 10, N. Y.

I would like to have a free demonstration of the Beseler VU-GRAPH. Most convenient time.....

I am also interested in Opaque Projectors. Please send me literature.

Name.....

Position.....

School or Firm.....

Address.....

City..... State.....

THE BEST PROJECTOR IS THE BESELER PROJECTOR

Charles Beseler Company
243 EAST 23rd STREET • EST. 1869 • NEW YORK 10, N. Y.

The World's Largest Manufacturer of Opaque Projection Equipment

Hicks

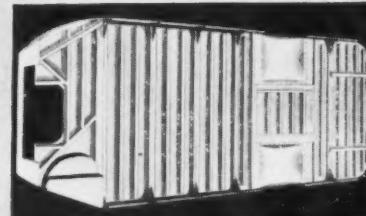
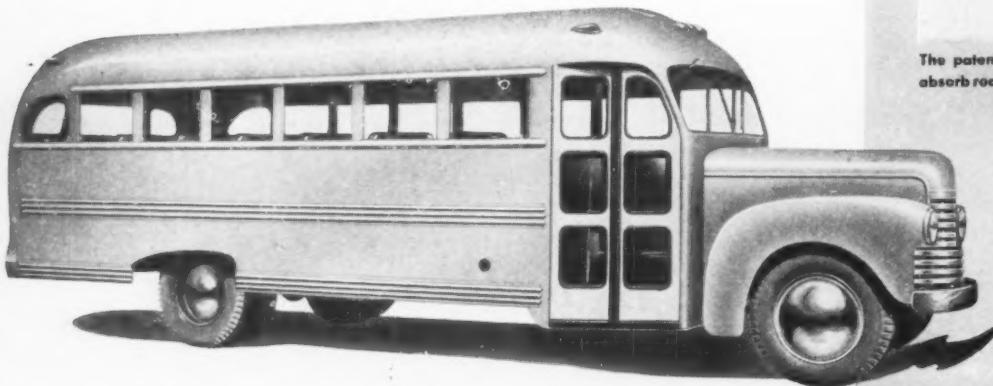
The *Choice* of AMERICA'S SCHOOLS



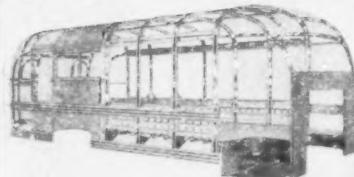
RUGGED DURABILITY, economy of operation plus unexcelled safety features have made Hicks all steel Arch-Bilt school bus bodies the favorite of America's schools.

Additional features include circulated air ventilating system, comfortable and efficient seating, unobstructed driver vision, safety glass in windows and doors, safe entrance steps, complete safety lights and signals. Pre-priming of individual parts eliminates corrosion and rusting of unpainted joints and other covered areas.

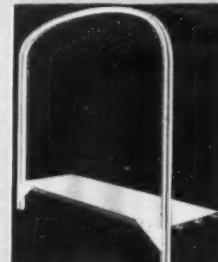
Hicks bodies are built in a complete range of lengths from 15'-2" to 25'-10" with seating capacities from 30 to 60. Standard specifications will meet all state regulations.



Improved all steel sectional floor gives Hicks bodies added strength and flexibility.



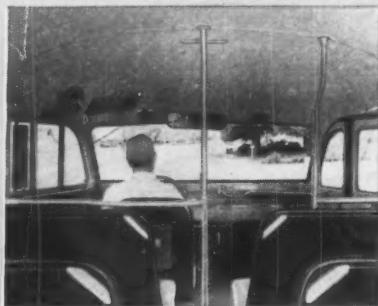
The patented Arch-Bilt design permits frame to absorb road strains without distortion to the body.



No development in School Bus Construction has added so much to SAFETY as the Hicks Arch Bow and Post.



Double steps equipped with non-slip treads provide safe entrance and exit.



Blind spots for the driver have been reduced to a minimum in Hicks front end construction.



Seating in Hicks Bodies is well arranged and will handle the maximum number of pupils without overcrowding.

HICKS BODY COMPANY, INC. Lebanon, Indiana



about the United States, its people and its policies."

To carry out the provisions of the act, several means are authorized.

One is the establishment of an information service to disseminate abroad information about the United States, its people and its policies. Another is provision for an educational exchange service to cooperate with other nations in the interchange of persons, knowledge and skills; the rendering of technical and other services; the interchange of developments in the field of education, the arts and sciences. A third means is through exchange of publications, including translation, preparation and distribution of books, periodicals, government publications and other educational materials. A fourth means is through giving assistance to schools, libraries and community centers abroad founded or sponsored by citizens of the United States; and the last means authorized is the assignment of specialists to provide consultative services.

The act authorizes the creation of two commissions: the United States Advisory Commission on Information and the United States Advisory Commission on Educational Exchange. Each shall consist of five members appointed by the President. The former shall be chosen on the basis of professional, business and public service backgrounds; the latter shall represent a cross section of educational, cultural, scientific, technical and public service backgrounds.

First Fulbright Scholarships

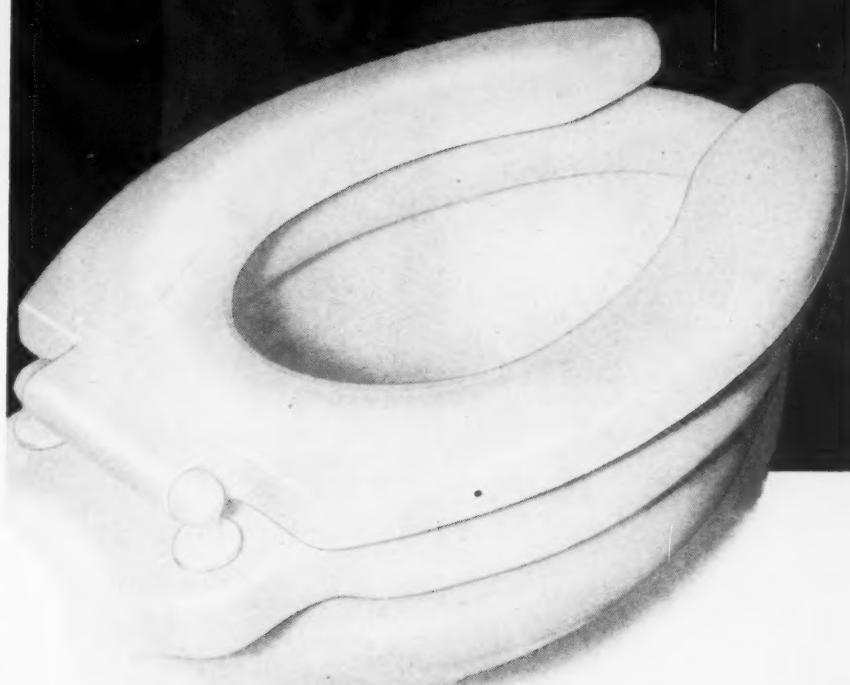
WASHINGTON, D.C.—On January 18, the first exchanges of students, professors and specialists under the Fulbright Scholarship Act were authorized by the President's Board of Foreign Scholarships.

The first group will be exchanged between the United States and the Chinese and Burmese governments. The China groups will consist of twenty American professors, twenty graduate and ten research students to attend Chinese universities, and thirty Chinese professors and students to study in the United States. The Burma group will include only six American professors and students for study in that country.

Communists May Meet in School

BROOKLYN, N.Y.—Justice L. Barron Hill of the Brooklyn supreme court denied a motion for an order to prohibit the Crown Heights section of the Communist Party from holding a public

**Be proud
of your
washrooms**



Most important to adequate washroom facilities are attractive, easy-to-maintain, toilet seats. Church Mol-Tex Seats are the choice in schools that meet health and comfort standards. They are germ-proof, impervious to moisture, easy to clean . . . and best of all, *the first cost is the last cost*, because they never wear out.

Modernize with the best. Your plumbing supply dealer has Church Mol-Tex Seats in sizes and styles to fit all bowls.

CHURCH Mol-Tex Seats

"THE BEST SEAT IN THE HOUSE"
C. F. CHURCH MFG. CO., HOLYOKE, MASS.

Division of **AMERICAN RADIATOR & Standard Sanitary CORPORATION**

meeting in Public School 167. Justice Hill states: "The cancer on our body politic of which the petitioner complains cannot, in my opinion, be cured by the method proposed in this proceeding."

Guidance Program in Army

WASHINGTON, D.C.—The army is launching a career guidance plan for its 750,000 enlisted men which, according to the announcement, seeks to make army service a dignified and attractive career for young Americans and will permit their advancement to the highest

grades and ranks, limited only by individual ability and initiative. The system, which includes apprentice and school training, provides for grade advancement through competition. It is said to be the largest guidance project ever undertaken for American youth.

tution requires, among other things, that a voter must be able to read or interpret the constitution in order to vote. It is claimed that this provision has been used in the past to prevent Negroes from registering to vote in Democratic primaries.

Another bill authorizes a department of law at Alcorn A. and M. College for Negroes. Except for teacher training provided at the Jackson College for Negroes, the state has no professional schools for them.

For Home Economists

CHICAGO.—Of interest to home economists is a use-value training school emphasizing actual work with major kitchen and laundry appliances, sponsored by Hotpoint Institute in its Chicago kitchen laboratories and test rooms. Lecture-demonstrations and workshop experience are supplemented with individual conferences, field trips to see installations of the equipment, and a trip through factories to view the manufacture of appliances.

The school, which started in January, is being offered once each month for ten months. March 14 is the date of the next course.

Want School Investigation

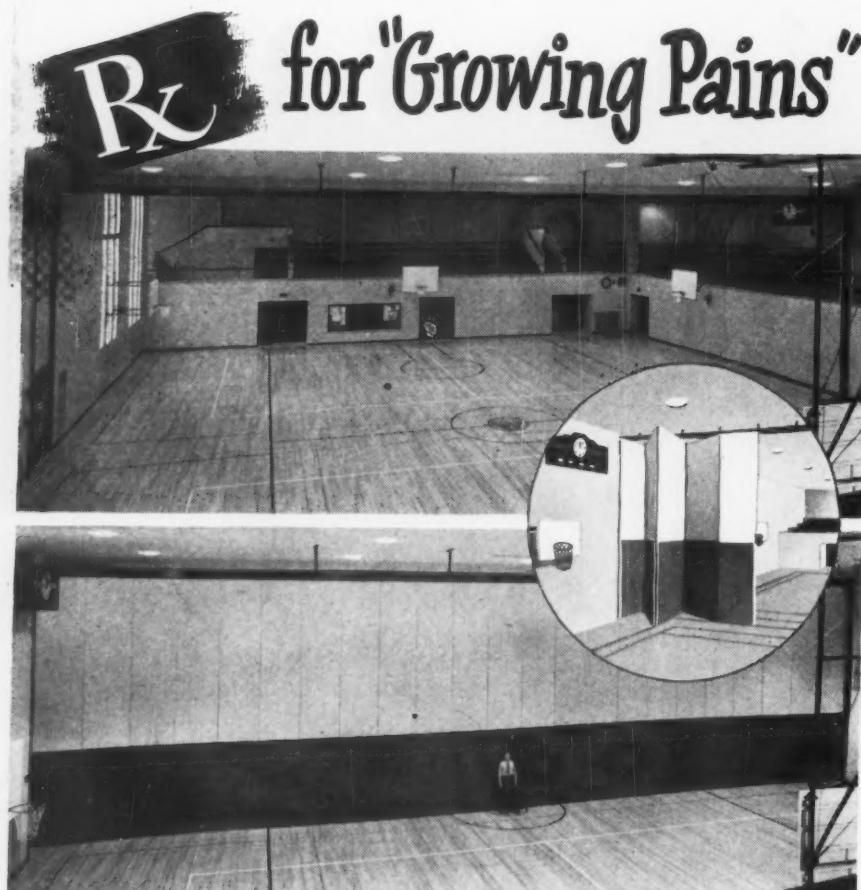
WASHINGTON, D.C.—Requests for an investigation of the school system of Rochester, Minn., have been received by the N.E.A. Commission for the Defense of Democracy. These have come from the P.T.A. council, the A.A.U.W., the local and state teacher associations, and a group of citizens. Thirty-two teachers and administrators in Rochester have offered resignations to take effect at the end of the school year.

Teachers Want Jury Exemption

NEW YORK.—The New York City board of education plans to ask the legislature to pass a law exempting public school teachers from jury duty. Many teachers object to this service because they lose the equivalent of the pay of a substitute for every day of nonattendance at school.

Nonresident Tuition, \$250

HUNTINGTON, L.I., N.Y.—The board of education of Huntington Union Free School District 3, which includes the senior and junior high schools and five elementary schools, has authorized an increase in tuition for nonresidents from \$100 to \$250, effective as of the next school year.



R-W FoldeR-Way Partitions

AUTOMATIC—ELECTRIC

Growing enrollments plus higher building costs require maximum service from every foot of school space. That is why more and more new school plans call for gymnasiums and auditoriums equipped with R-W FoldeR-Way Partitions.

Fully automatic and electrically operated, FoldeR-Way's fast, effortless closure economically provides utmost flexibility and utility of large areas. Entire operation is completely automatic . . . including floor-level soundproofing . . . the flick of a switch does it all. And FoldeR-Way requires no floor guides or track. Get full details from the nearest R-W branch office.

Richards-Wilcox Mfg. Co.

"A HANGER FOR ANY DOOR THAT SLIDES"

AURORA, ILLINOIS, U.S.A.

Branches in All Principal Cities

SIXTY-EIGHT YEARS

1880

★

1948



What will a Nutrition Workshop do for me?

What Happens When Teachers Receive Nutrition Training?

Workshop-Trained Teachers Led This Group

One Year's Gain in Good Diets

1946—35%	Total—18%
1947—53%	<u>Gain</u>

One Year's Decrease in Poor Diets

1946—34%	Total—13%
1947—21%	<u>Decrease</u>

Group Led By Untrained Teachers

One Year's Gain in Good Diets

1946—44%	Total—9%
1947—53%	<u>Gain</u>

One Year's Decrease in Poor Diets

1946—23%	Total—
1947—24%	<u>No Decrease</u>

Before devoting part of your hard-earned vacation to a summer workshop in nutrition, you'd naturally like to know what extra value you would get from attending.

A recent experiment conducted with two groups of children gives a positive answer. One group, led by workshop-trained teachers, easily showed *twice* as great a diet improvement as the group led by teachers *not* specially trained in nutrition teaching . . . an overwhelming balance in favor of workshop training.

What are these workshops? They are special training courses for teachers, located in different sections of the country, and giving emphasis to nutrition and health. Leaders in the related fields of medicine, health and education serve on the faculties. They lead the formal meetings and take part in the informal group sessions that

are so much a part of each workshop.

Last summer, General Mills provided materials for 107 of these workshops . . . gave special help to 9 of them. Back of this assistance is the belief that teacher-education in nutrition is an important part of a program to improve the eating habits of the American people.

If you would like a Directory of Summer Workshops in Health and Nutrition, please write: Education Section, Public Services Department, General Mills, Minneapolis 1, Minnesota.

General Mills
MAKERS OF
Enriched Flours Restored Cereals - Animal Feeds
Home Appliances - Vitamin Products

Copyright 1948,
General Mills, Inc.

THE BOOK SHELF

Printed publications of interest to school administrators are listed as received.

ANNUAL REPORTS

Portland Public Schools. Seventy-fourth annual report, 1946-47, Portland, Ore. Willard B. Spalding, supt. Pp. 79.

Two Years in Review. University of Kentucky biennial report (1945-47) to the governor and the general assembly, Lexington, Ky. Pp. 71.

Carnegie Corporation of New York. Reports of officers for 1946-47. Carnegie Corporation of New York, 522 Fifth Ave., New York City. Pp. 81.

AUDIO-VISUAL

Look, Listen, and Learn. By L. Harry Strauss and J. R. Kidd. Association Press, 347 Madison Ave., New York 17. Pp. 235. \$3.50.

CURRICULUM

The Improvement of Reading. A program of diagnostic and remedial methods, third edition. By Arthur I. Gates, professor of education, Teachers College, Columbia University. Macmillan Co., College Department, 60 Fifth Ave., New York. Pp. 657. \$4.25.

Puppetry in the Curriculum. A manual on puppets, marionettes, shadow figures and masks for the elementary and junior high school years. Curriculum Bulletin No. 1, 1947-48 series. Board of Education of the City of New York, 110 Livingston St., Brooklyn 2, N.Y. Pp. 171.

FINANCE

Fiscal Policy for Public Education in the State of New York. Report of joint committee. Pp. 112. 50 cents. **The Cost of a Defensible Foundation Program of Education for New York State.** Staff study No. 5 by Paul R. Mort and Arvid J. Burke. Pp. 22. **The Potentialities of the**

State Tax System in the Financing of Public Schools in New York. Staff study No. 9 by John K. Norton and Arvid J. Burke. Pp. 20. **A Century and a Half of Financing Locally Operated Functions of Government in New York State.** Staff study No. 1 by Arvid J. Burke. Pp. 49. Published under the auspices of the New York State Educational Conference Board and the Public Education Association of New York City. New York State Teachers Association, 152 Washington Ave., Albany 6, N.Y.

GUIDANCE

Guidance Talks to Teachers. By S. A. Hamrin, professor of education, Northwestern University. McKnight & McKnight, Bloomington, Ill. Pp. 249. \$3.

HIGHER EDUCATION

Higher Education for American Democracy: Vol. III: "Organizing Higher Education." Pp. 74, 30 cents. Vol. IV: "Staffing Higher Education." Pp. 63, 25 cents. Report of the President's Commission on Higher Education. U.S. Government Printing Office, Washington 25, D.C.

Current Problems in Higher Education. Official group reports of the National Conference on Higher Education held in Chicago, March 31 to April 3, 1947. N.E.A. Department of Higher Education, 1201 Sixteenth St., N.W., Washington 6, D.C. Pp. 227. \$1.

SCHOOL LAW

Laws of 1946 and 1947 Relating to the California Public School System. Vol. XVI, Bulletin No. 4, November 1947. California State Department of Education, Sacramento, Calif. Pp. 274.

SURVEYS

Secondary and Post Secondary Educational Continuation in a Rural County. Survey of Woodford County, Illinois. By John W. Berry, professor of sociology, Eureka College. Eureka College Bookstore, Eureka, Ill. Pp. 53. \$1.50.

OF GENERAL INTEREST

UNESCO and Public Opinion Today. National Opinion Research Center, University of Chicago, Chicago 37. Pp. 74, 75 cents.

Heritage of Freedom. Official book of the Freedom Train. By Frank Monaghan. Published in cooperation with American Heritage Foundation by Princeton University Press, Princeton, N.J. Pp. 150. Cloth, \$3.50. Paper, \$2.

Broken Homes. By George Thorman. Public Affairs Pamphlet No. 135. Public Affairs Committee, Inc., 22 E. 38th St., New York City 16. Pp. 30. 20 cents.

North College Hill, Ohio. Report of an investigation. N.E.A. National Commission for the Defense of Democracy Through Education. National Education Association, 1201 Sixteenth St., N.W., Washington 6, D.C. Pp. 30.

COMING EVENTS...

MARCH

18, 19. South Carolina Education Association, Columbia.

22-25. National Conference on Higher Education, Congress Hotel, Chicago.

29-Apr. 1. National Association of Deans of Women, Chicago.

31-Apr. 2. National Catholic Education Association, San Francisco.

APRIL

1, 2. Colorado Association of School Boards, Albany Hotel, Denver.

1-3. Oregon Education Association, Portland.

5-7. National Society for the Prevention of Blindness, Hotel Radisson, Minneapolis.

14-16. Kentucky Education Association, Henry Clay Hotel, Louisville.

17-22. Music Educators National Conference, Detroit.

19-23. American Association of Health, Physical Education and Recreation, Kansas City, Mo.

23, 24. Idaho Education Association, Boise.

25-28. International Council for Exceptional Children, Des Moines.

MAY

10-12. American Association for Adult Education, Des Moines.

16-19. N.E.A. Conference on Citizenship, Washington, D.C.

24-26. National Congress of Parents and Teachers, Cleveland.

JULY

5-9. National Education Association, Cleveland.

AUGUST

8-11. National Association of Visual Education Dealers, Hotel Sherman, Chicago.

OCTOBER

3-8. National School Bus Conference, Jackson's Mill, W.Va.

10-14. Association of School Business Officials, St. Louis.



• In Continental Chain Link you have the only fence made of rust-resistant KONIK metal. Continental KONIK—containing copper, nickel and chromium, gives this fence greater strength . . . extra elasticity. It provides "clear through" rust resistance. And, a special Continental galvanizing process adds a uniform coating of protective zinc to the already superior KONIK metal. Only in Continental Chain Link do you get permanent protection of property at such low cost per year of fence life. Provide greater safety for school children with Continental Chain Link fence. Contact our nearest representative or call Continental Steel Corporation at Kokomo, Indiana.



PRODUCERS OF Manufactured Wire in many sizes, shapes, tempers and finishes, including Galvanized, EKONOTE, Flame-Sealed, Coppered, Tinned, Annealed, Liquor Finished, Bright, Lead Coated, and special wire.

ALSO, Coated and Uncoated Steel Sheets, Nails, Continental Chain Link Fence, and other products.

The HARMON TECHNIQUE

brings a progressive new era
in classroom interiors



Classroom modernization by the Harmon Technique produces dramatic results on school children.

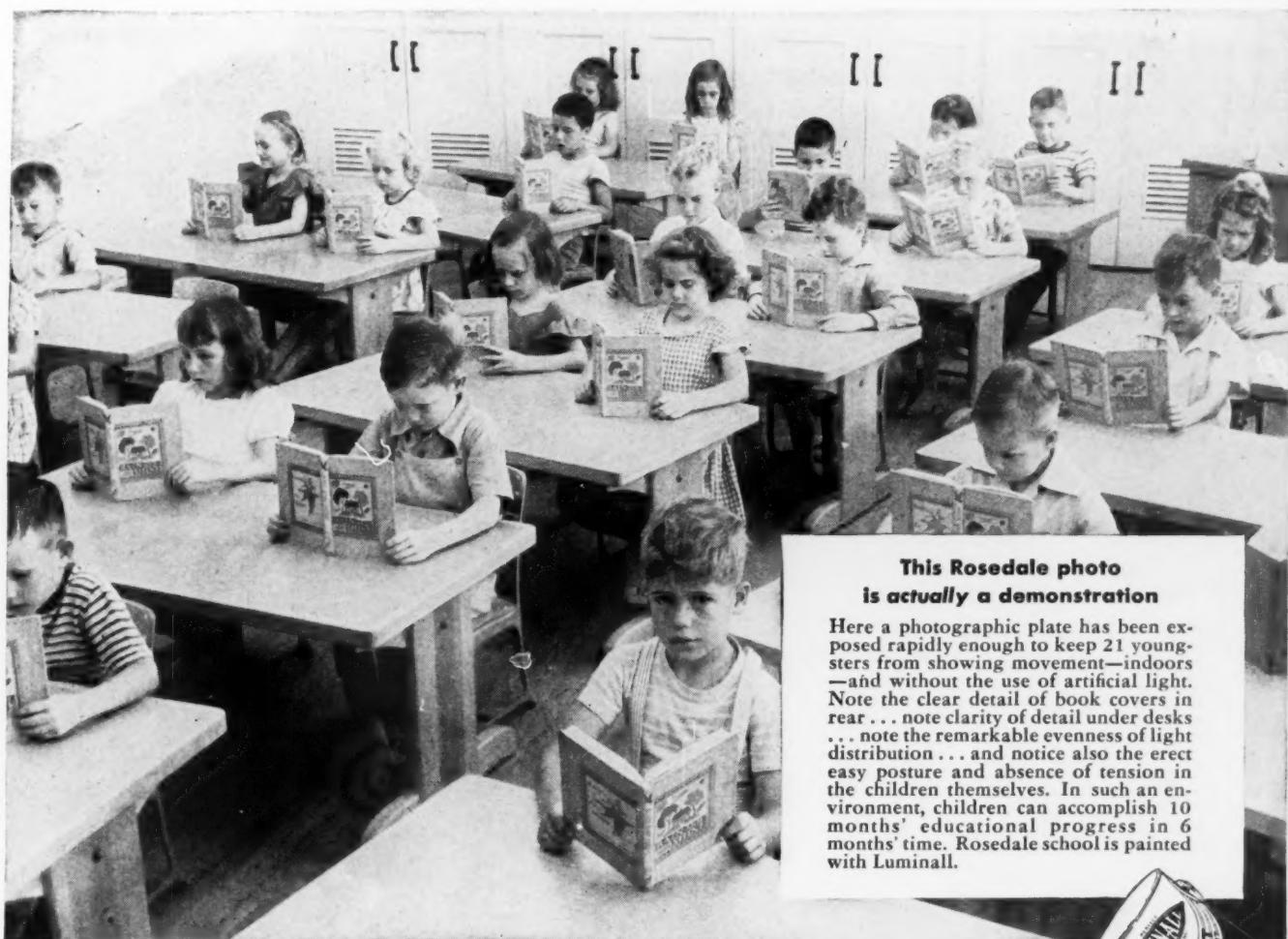
For example: Ten months' educational progress was made in only six months . . . important reductions were recorded in eye and nutritional problems . . . and 30% less signs of chronic infection.

The Rosedale school, Austin, Texas, is a classic example of the Harmon Technique and here again the schoolroom walls and ceilings are painted with Luminall paint. Other factors in the Harmon Technique, aside from painting, are lighting, fenestration and seating.

Luminall paint is ideal for painting walls and ceilings

in the Harmon Technique. It is highly light-reflective—up to 90.6% for white. It maintains this reflectivity because it does not "yellow" or discolor from age and exposure. It diffuses reflected light thoroughly. The colors are formulated to overcome chromatic aberration. It will do a brightness engineering job in evenly distributing light from whatever source it comes.

Ask for a copy of Dr. Harmon's "LIGHT ON GROWING CHILDREN," reprinted from Architectural Record. On receipt of sketches showing dimensions and details of schoolroom, specifications will be furnished according to the Harmon Technique without cost or obligation. NATIONAL CHEMICAL & MFG. CO., 3617 S. May Street, Chicago 9.



**This Rosedale photo
is actually a demonstration**

Here a photographic plate has been exposed rapidly enough to keep 21 youngsters from showing movement—indoors—and without the use of artificial light. Note the clear detail of book covers in rear . . . note clarity of detail under desks . . . note the remarkable evenness of light distribution . . . and notice also the erect easy posture and absence of tension in the children themselves. In such an environment, children can accomplish 10 months' educational progress in 6 months' time. Rosedale school is painted with Luminall.

LUMINALL

the light-reflective
paint for interiors



Upholds Ban on Magazines

NEWARK, N.J.—The board of education in this city upheld the action of Supt. John V. Herron in banning *The Nation* from school libraries. At the same time he ordered the monthly magazine *Soviet Russia Today* removed also. Dr. Herron's action was the result of complaints received from parents that the two publications contained "discussion of religious doctrines or dogmas." The editors of both magazines appealed personally to the board of education for reinstatement of their publications.

State Steps in

HAMTRAMCK, MICH.—The state of Michigan has stepped into the school board conflict here. State Supt. Eugene B. Elliott has appointed C. L. Taylor, assistant superintendent in charge of finance, as overseer to remain in this city's school system until the situation is cleared up to the satisfaction of the state. One result of state intervention has been a change in superintendencies.

The Hamtramck school system has had its fifth superintendent in less than a year. One candidate was hired twice and dismissed twice.

The board has agreed to several de-

mands made by the state, including (1) appropriation of funds to revise the Hamtramck school by-laws, known as the Keyworth Code; (2) giving the new superintendent power to hire and fire all school personnel, within the adopted policy of the board; (3) establishment of a budget, with the new superintendent having the power to execute the budget, and (4) making the school's financial director responsible only to the superintendent.

More State Aid in New York

ALBANY, N.Y.—Governor Dewey's program for increasing state aid for education by \$30,000,000 was passed by the legislature. Of this \$8,500,000 will go to New York City.

The governor's request that emergency aid for education, amounting to \$26,000,000 voted last year, be made a permanent part of the state's contribution to local districts also passed.

With the approval of these two recommendations, the total amount of state aid, on the basis of present attendance and real estate valuations, will be increased to \$182,000,000 a year, or \$56,000,000 more than is provided in the basic state aid formula as revised in 1946.

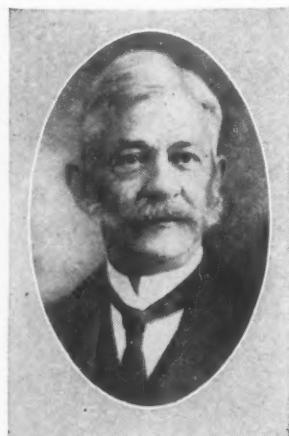
Audio-Visual Scholarships

CHICAGO.—Seven universities have been selected to award Encyclopaedia Britannica Films' summer tuition scholarships for audio-visual study to be used during the summer of 1948. These are: University of California at Los Angeles, University of Chicago, Indiana University, Oklahoma University, Pennsylvania State College, Syracuse University, University of Wisconsin.

The universities will select persons who are to receive the scholarships. Applicants must be teachers or administrators who have special responsibility for audio-visual instruction and who wish to make more effective use of classroom motion pictures. Applications should be sent to the universities where teachers wish to study before April 15, 1948.

Highest in Principals' Exam

CHICAGO.—Raymond M. Cook, who was denied a principal's certificate ten years ago after former Supt. William H. Johnson pronounced him "disloyal to the school board administration," scored highest in the first principals' examination given in Chicago in many years. His grade in the written part of the examination was 94.6. In the



HOLDEN BOOK COVERS

should receive the daily wear

— *instead of the textbooks*

placing Book Covers on your Textbooks to protect them from wear, handling and soiling - the *more money* it will cost your school system for book replacement.

The Longer you *Delay*

Holden Covers reduce the cost—per book—per pupil—per year.

HOLDEN PATENT BOOK COVER COMPANY

Miles C. Holden, President

Springfield, Massachusetts

3 mistaken ideas about Sound Conditioning in Schools

mistake #1 THAT SOUND CONDITIONING IS A LUXURY...

The fact is: Hundreds of schools across the country have proved that, far from being a luxury, *Acousti-Celotex sound conditioning is a sound investment* . . . because it sharpens classroom attention, improves discipline, and is welcomed enthusiastically by teachers.

mistake #2 THAT SOUND CONDITIONING IS EXPENSIVE...

The fact is: Acousti-Celotex sound conditioning can be installed a room at a time to meet the limits of any budget. Many schools start with a bandroom, gymnasium, or cafeteria—and gradually extend the benefits of quiet to corridors and classrooms. Such a plan distributes the cost of the improvement and converts the school in a few years into a modern teaching plant.

mistake #3 THAT OLD BUILDINGS CANNOT BE SOUND-CONDITIONED...

The fact is: Acousti-Celotex sound conditioning can be installed as easily in existing school buildings as in new structures. Incidentally, *more schools, old and new, have been sound conditioned with Acousti-Celotex* products than with any other material.*

YOU ARE OFFERED, without cost or obligation, a complete analysis of the noise problem of your own school by a trained sound technician—your nearest distributor of Acousti-Celotex products.

He brings you the benefits of an accumulated experience of a quarter century in sound conditioning... and the proved performance of Acousti-Celotex products in more than 200,000 installations.

Look for him in your classified phone directory—or write us today, saying when you would like to see him.

*REG. U.S. PAT. OFF.

THE CELOTEX CORPORATION, CHICAGO 3, ILLINOIS



ACOUSTI-CELOTEX
TRADE MARK REG. U. S. PAT. OFF.
Sound Conditioning

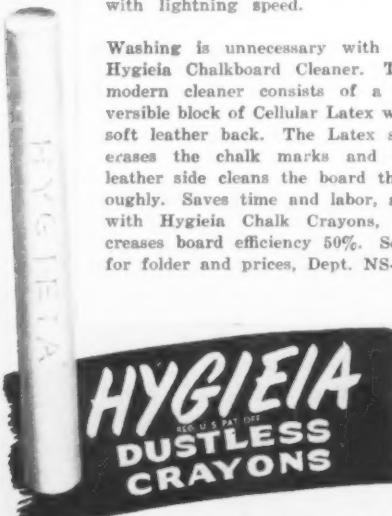
PRODUCTS FOR EVERY SOUND CONDITIONING PROBLEM

The EFFICIENT



THE large Custodian size of the Hygieia Chalkboard cleaner makes it possible to clean boards with lightning speed.

Washing is unnecessary with the Hygieia Chalkboard Cleaner. This modern cleaner consists of a reversible block of Cellular Latex with soft leather back. The Latex side erases the chalk marks and the leather side cleans the board thoroughly. Saves time and labor, and with Hygieia Chalk Crayons, increases board efficiency 50%. Send for folder and prices, Dept. NS-18.



Refills available. If the Hygieia Cleaner is preferred without the holder, the latex is made double thick for easier grasping (No. 1103).



the AMERICAN CRAYON COMPANY Sandusky, Ohio
NEW YORK SAN FRANCISCO DALLAS

1937 examination his grade was 91.25. According to an N.E.A. investigation of the case in 1937, Mr. Cook was subsequently given a superficial four-minute oral examination and was summarily denied a principal's certificate. He was demoted from a college teaching position to a high school and later to a grade school job, after public issue was made of his case. He is now teaching at Wilson Junior College.

More Surplus for Schools

WASHINGTON, D.C.—Expansion of its program for donations of surplus personal property to institutions, including schools, has been announced by the War Assets Administration. All items of surplus property, other than real property, will be available for donation, provided they have been adequately offered for sale to all types of buyers and have no commercial value for their original purposes. Personal property will be donable if its cost of care, handling and disposition is expected to exceed proceeds from its sale for any purpose.

Among donees are nonprofit educational and charitable institutions which are exempt from taxation under Section 101 (6) of the Internal Revenue Code. The state educational agencies for surplus property will be expected to coordinate the distribution of property to public and private educational institutions.

Names in the News...

(Continued From Page 54.)

Halene Hatcher, Murray, Ky., assistant specialist for geography and conservation.

In the field of elementary education two new specialists have been named: Mrs. Edna McGuire Boyd, Greencastle, Ind., assistant specialist for history, and Elsa Schneider, Calumet City, Ill., assistant specialist in health and physical education.

Ernest O. Melby, dean of the School of Education of New York University, received a citation of merit from District Grand Lodge No. 1 of B'Nai Brith and the Anti-Defamation League for "outstanding work in the field of intercultural education."

DEATHS...

William H. Holmes, former superintendent of schools at Mount Vernon, N.Y., from 1913 until his retirement in 1940, died recently at Portland, Me., at the age of 73. Dr. Holmes taught in Connecticut and Massachusetts and was superintendent at Westerly, R.I., for the ten years prior to his appointment at Mount Vernon. He had served as a

UNIVERSITY OF DENVER

Second Annual School Administrators Work Conference

★
JUNE 21-JULY 23
★

SCHOOL PLANT

PLANNING
CONSTRUCTION
REMODELING
MAINTENANCE

A unique opportunity to study your own plans and problems with the assistance of an outstanding staff.

June 21-25

DR. FRANK HART
University of California
DR. KENNETH OBERHOLTZER
Superintendent of Schools, Denver

June 28-July 2

DR. N. L. ENGLEHARDT
New York City
DR. ARNOLD JOYAL
University of Oklahoma

July 5-9

DR. N. L. GEORGE
Oklahoma City
MR. GRAHAM MILLER
Assistant Superintendent of Schools, Denver

July 12-23

DR. N. E. VILES
U. S. Office of Education
MR. R. J. HELT
MR. RAY HICKS
University of Denver
DR. W. D. ASFAHL
*Conference Director
University of Denver*

★
Flexible Enrollment
One to Five Weeks

★
For further information write to:

Director, Summer Quarter
University of Denver
Denver 10, Colorado

★

Designed for better health and better study

Your pupils' physical and mental welfare and progress depend, to a large extent, on proper classroom environment. And American UNIVERSAL Desks help create a classroom environment truly conducive to healthier, balanced posture habits, sight conservation, and more efficient study.

Their design is based on the latest scientific principles of proven value in promoting maximum

visual and physical comfort for pupils.

Attractive, streamlined American UNIVERSAL Desks are extra-rugged to assure you long years of money-saving service. Consult our experienced Seating Engineers on how to modernize your school with American UNIVERSAL Desks. Write for full details now.

American UNIVERSAL Lifting-Lid Desk No. 434



Universal Table and American ENVOY Chairs
No. 368. Perfect for teacher or two-pupil classroom use, offices, libraries, and dormitories. Strong and sturdy. Beautifully, durably lacquered.

EVERYTHING IN FINE SCHOOL FURNITURE
American Universal Desks; Envoy Chairs, Desks, and Tablet-Arm Chairs; Universal Tables; Steel Folding Chairs; and Bodiform Auditorium Chairs.

WORLD'S LEADER IN PUBLIC SEATING

Manufacturers of

School, Auditorium, Theatre, Church, Transportation, Stadium Seating, and Folding Chairs

American Seating Company

GRAND RAPIDS 2, MICHIGAN . . . Branch Offices and Distributors in Principal Cities

director of the National Education Association for New York (1926-29) and a vice president of the N.E.A. (1930-31).

F. H. Bosse, assistant superintendent at Evansville, Ind., died recently. During his thirty-five years of service with the public schools, he had been principal of several elementary schools, elementary supervisor, and a high school principal.

John W. Thalman, principal and superintendent of the Waukegan Township High School, Waukegan, Ill., for twenty years until he reached the retirement age, and more recently connected with the Peddie School, Hightstown, N.J., died recently at the age of 69.

Robert MacMillan, associate superintendent in charge of elementary schools, special schools, child care centers, and personnel in the Philadelphia public schools, died recently at the age of 63. Dr. MacMillan was widely known for his work in safety education, being credited with founding the system of safety patrols in the Philadelphia schools.

Charles J. Smith, assistant superintendent of schools at Mount Vernon, N.Y., died recently.

John Van Ness B. Chilson, principal of Suffern High School, Suffern, N.Y., for twelve years before his retirement in 1938, died recently.

Frederick R. Willard, headmaster of Lynn English High School at Lynn, Mass., for twenty-one years before his retirement six years ago, died recently at the age of 70.

Nora Atwood, head of the kindergarten and primary education department of the New Jersey State Teachers College at Montclair, N.J., for twelve years until she retired in 1929, died in Washington, D.C. She was 81.

Isaac Dotighton, retired dean of instruction at Mansfield State Teachers College, Mansfield, Pa., died recently at the age of 76. He had spent thirty-eight years in teaching at the time of his retirement in 1944.

Harry W. Moore, for twenty years superintendent of schools, Hunterdon County, New Jersey, died at Plainfield at the age of 56.

Toby Haynes, superintendent and coach of the Village School, Village, Ark., was killed recently in the collapse of the school's gymnasium during a storm. At the time he was attending basketball practice. He was 38 years old.

Edward J. McNamara, retired principal of the High School of Commerce in New York City, died recently at the age of 63.

George Phillip Davy Jr., superintendent at Maxbaas, N.D., died recently at the age of 38.

Aaron I. Naumann, principal of Davenport High School, Davenport, Ia., for fifteen years, died recently at the age of 68.

Wilhemina Biswanger, principal of the Dunlap School in Philadelphia, died recently at the age of 57. She was associated with the local school board for forty years and had been principal at the Forrest School for ten years.

William Gilbert Eckles, professor of educational administration at the University of Maryland, died recently from a self inflicted gunshot wound. He was 48 years old.

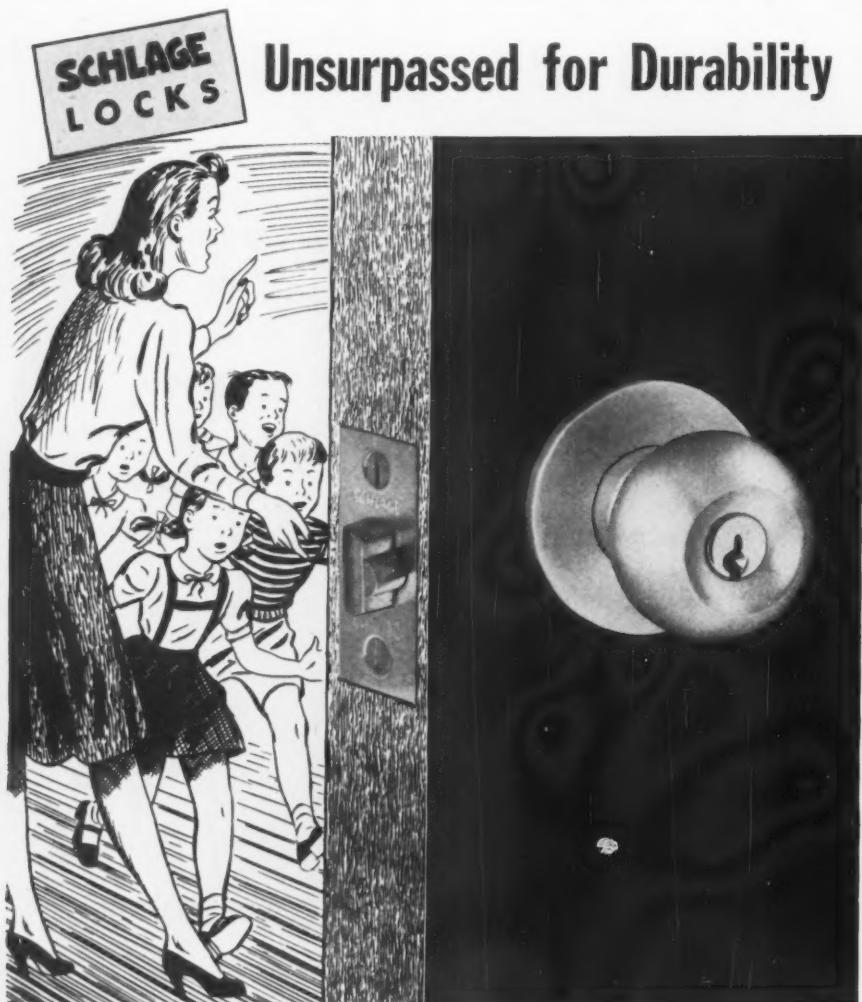
Jeanette McMillan Liggett, nationally known for her work as director of the Liggett School for Girls in Detroit, died recently at her home next door to the school she fostered. She was 90 years old.

Stewart Parker, superintendent of schools at Clyde, Ohio, for the last eight years, died recently at the age of 51.

John Henry Byers, former principal of the junior high school for Negroes at Welch, W.Va., for eighteen years, died recently at the age of 74.

Dr. Aurelia Henry Reinhardt, president emeritus of Mills College, died recently at Palo Alto, at the age of 70.

Dr. D. B. Tresidder, president of Stanford University, died recently in New York City. He was 53 years old.



Panic-Proof Mechanism

Year after year, sturdy, precision-built Schlage locks meet the rough treatment of the thundering herd of school children every time the bell rings. At the same time, young lives are safeguarded in case of emergency because every Schlage lock is panic-proof. An instinctive turn of the inside knob always opens the door. There is a Schlage lock to meet the exact requirements of every door of your school.

See Schlage
in Sweets Architectural File



SCHLAGE
LOCK COMPANY

SAN FRANCISCO NEW YORK

"ORIGINATORS OF THE CYLINDRICAL LOCK FOR SCHOOLS"

Desk-carving should be a lost art

Even if freehand work with a jackknife isn't a lost art, it should be. For desk-carving was a symptom of boredom—and today's teaching methods are geared to take boredom out of the classroom. Designing school furniture with the flexibility to meet the needs of modern programs is a major objective with us.

Richard N. Greenwood
PRESIDENT



STUDY-TOP CHAIR UNIT S 501 STBR

- Correct relation of seat to study top permanently assured
- Light, but rugged*
- Specially designed tubular bookrack



Thanks to Heywood-Wakefield welded tubular steel construction, this unit is light enough to be easily moved as activity or study groupings change with the day's program. Yet its one-piece construction encourages good posture at all times. Tubular elements are finished in durable enamel, and glides of special design permit smooth movement without scratching the floor. Bookrack may be omitted if desired. Write today for our illustrated booklet showing other available pieces. Heywood-Wakefield School Furniture Division, 666 Lake Shore Drive, Chicago 11, Illinois.

Millions of Freedom Gardens

WASHINGTON, D.C.—Secretary of Agriculture Clinton P. Anderson has set a goal of 20,000,000 Freedom Gardens for 1948 as being vitally important to our country's current efforts to combat hunger and starvation in war-torn lands abroad. National, regional and local garden organizations are planning the biggest peacetime garden drive in the history of the nation. During the war years, Victory gardeners, through the cultivation of more than 18,000,000 gardens, produced nearly 8,000,000 tons of food, and housewives preserved more

than 3,000,000,000 quarts of produce, according to a spokesman for the Cabinet Food Committee.

Wisconsin Needs Teachers

MADISON, WIS.—The shortage of qualified teachers is still acute in Wisconsin. According to an announcement by the state education association, more children are being taught this year by teachers who do not meet even the minimum requirements for state certification than were taught under such conditions during the war. Using pre-war standards as a basis, one teacher

in five is at present unqualified. Rural schools are especially hard hit. In two rural counties, there were no qualified teachers in one room schools last year.

Works Day to Correct Error

NEW YORK.—The board of education recently permitted Therese Kessel, a retired teacher, to work one day to enable her to apply for the maximum retirement allowance. This was done in order to correct a mistake made twenty-one years ago in the pension application of Miss Kessel, who retired last February as an art instructor after thirty-five years' service in the schools.

Asks Pay Rise of \$1000

WASHINGTON, D.C.—Senator McCarran has introduced a bill, S. 2026, which would give a flat \$1000 a year increase in salary, effective January 1, 1948, to all teachers in the District of Columbia and all employees of the board of education covered by last year's pay rise. Those now receiving more than \$7000 would receive such increase as to bring their salary to a maximum of \$8000.

The bill contains the significant provision that "the act shall terminate at the end of the first calendar month in which the index of the cost of living for the District of Columbia as reported by the U.S. Bureau of Labor Statistics shall be equal to or lower than it was on January 1, 1943."

Mr. McCarran stated that in spite of last year's increases "the real wage of these deserving men and women is less today than it was five years ago."

N.J. Schools Seek Funds

TRENTON, N.J.—The New Jersey state school aid commission is asking an appropriation of \$13,000,000, or approximately \$20 more per pupil, for 1948-49. The commission found that the larger cities and communities, formerly rated as wealthy, are having budget difficulties. State aid now averages \$26 per pupil.

Postal Rates Studied

WASHINGTON, D.C.—The naming of an independent board to revise postal rates was proposed in a brief hearing before a special subcommittee of the House Post Office Committee. Representatives of newspaper and magazine publishers and of governmental agencies appeared before the subcommittee. The new board, if created, would be given authority to increase or decrease postal rates.

SANITATION, like education . . .



requires MODERN METHODS!

Modern visual aid techniques are the surest shortcuts to effective education. Similarly, up-to-date *sanitation methods* are the shortest and most economical route to efficient sanitary maintenance in *your* school.

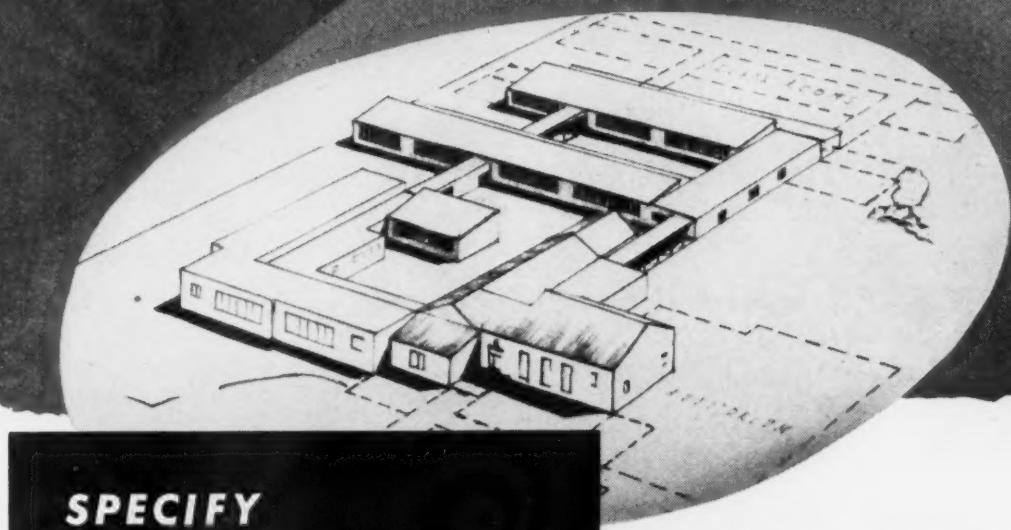
West sanitation products and services are used by schools everywhere because both are scientifically designed to do a thorough clean-up job with minimum time and effort. Whether it be liquid soaps, floor cleaners, disinfectants, deodorants, insecticides, periodic washroom service, or modern soap-dispensing equipment, West products guarantee to cut your maintenance costs by reducing maintenance man-hours.

One of nearly 500 trained West representatives from Coast to Coast will be happy to explain in greater detail just how you can benefit from West sanitary maintenance products. Why not consult him now!

WEST DISINFECTING Company 42-16 West Street
Long Island City 1, N.Y.

CLEANSING DISINFECTANTS • INSECTICIDES • KOTEX VENDING MACHINES
PAPER TOWELS • AUTOMATIC DEODORIZING APPLIANCES • LIQUID SOAPS

**WHEN YOU BUILD
OR MODERNIZE . . .**



SPECIFY

LYON

**LOCKERS - FOLDING
CHAIRS - VOCATIONAL
SHOP EQUIPMENT**

LYON has the skilled man power and up-to-date manufacturing equipment to produce the finest of products in these categories. Right now the shortage of sheet steel is the only brake on full production. So we ask that you . . .

Anticipate your needs as far as possible.

In many instances, School Board members or their friends have been able to furnish us with steel. On this basis we can promise prompt delivery of the pound-for-pound equivalent in needed equipment. Ask your nearest LYON Dealer or LYON District Office for details.

LYON METAL PRODUCTS, INCORPORATED

General Offices, 326 Monroe Ave., Aurora, Ill. • Branches and Dealers in All Principal Cities

A PARTIAL LIST OF LYON PRODUCTS

• Shelving	• Kitchen Cabinets	• Filing Cabinets	• Storage Cabinets	• Conveyors	• Tool Stands	• Flat Drawer Files
• Lockers	• Display Equipment	• Cabinet Benches	• Bench Drawers	• Shop Boxes	• Service Carts	• Tool Trays • Tool Boxes
• Wood Working Benches	• Hanging Cabinets	• Folding Chairs	• Work Benches	• Bar Racks	• Hopper Bins	• Desks • Sorting Files
• Economy Locker Racks	• Welding Benches	• Drawing Tables	• Drawer Units	• Bin Units	• Parts Cases	• Stools • Ironing Tables



**The SCRUBBER-POLISHER that's
Two Sizes in One!**

Here is the floor-maintenance machine specially designed for school use. Meets the need for a scrubber-polisher that works as effectively in classrooms as in the larger, open areas. This 100 Series Finnell, in 15 or 18-inch brush diameter, can be used on corridor, gymnasium, and other large-area floors, and then a slight adjustment adapts the same machine to use in classrooms, around and beneath desks and seats. Note the low, offset design . . . how easily the machine gets into the tight places. And it reaches *all* the floor right up to the baseboard. Can be used for waxing as well as for scrubbing and polishing. Several sizes.

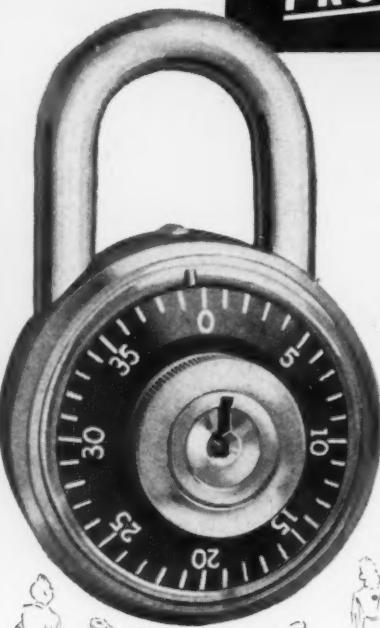
Divided weight construction makes the 100 Series Finnell exceptionally easy to operate. Yet it is powerful . . . fast . . . and thorough. Mounts a G. E. Drip-Proof Capacitor Motor . . . is equipped with Timken Bearings. And the ruggedly constructed worm drive, housed in an extra-capacity leak-proof gear case that is lubricated for 1500 hours, assures smooth, noiseless performance. A precision product throughout, reflecting Finnell's four decades of specialized experience in the manufacture of floor-maintenance equipment.

For consultation or literature, phone or write nearest *Finnell* branch or *Finnell System, Inc.*, 203 East St., Elkhart, Ind.

FINNELL SYSTEM, INC.
Pioneers and Specialists in
FLOOR-MAINTENANCE EQUIPMENT AND SUPPLIES

BRANCHES
IN ALL
PRINCIPAL
CITIES

***the place
to look . . . FOR complete
PROTECTION***



No. 68-264 Master-Keyed Self-Locking Shackle Lock

**NATIONAL
COMBINATION LOCKS**

Here at NATIONAL LOCK you'll find rugged, long-lasting, economical combination shackle locks for *complete* locker security. The No. 68-264 has double steel construction with stainless steel outer case and $\frac{5}{16}$ inch steel shackles. Self-locking. Dial finished in black enamel. Numerals and gradations in white enamel. Special masterkey feature permits opening by authorized custodian if necessary.

No. 265 Self-Locking Shackle Lock
Popular for school and gymnasium. Has most of the same fine features as described above. Built to last. Simple to operate. Dial is locked against rotation when shackle is open. Combination is disturbed when shackle is closed. Dials to three numbers. Not masterkeyed.

Free sample plus complete information on National Locks will be sent to you upon request. Please give title and school affiliation. With initial order for 100 or more locks, you receive *free* a handsome leatherette binder with charts for complete lock record.

These are the locks exhibited at the National Education Association Convention.



NATIONAL LOCK COMPANY
ROCKFORD • ILLINOIS
LOCK DIVISION

NEW SAFETY FOR THEM...



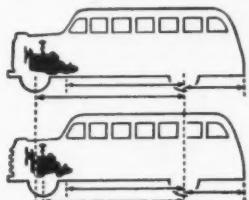
New and Exclusive Features Provide Much Easier Handling . . . Safer Weight Distribution

By moving the front axle back, and the engine forward, weight distribution is greatly improved. Carrying standard, full-size bodies, wheelbases are approximately 8 inches shorter, permitting more load to be carried on the front axle and wheels—so tires grip firmly for proper steering and braking. New

"cross-steering"—plus wide tread front axles—provide improved maneuverability and an entirely *new* ease of handling. You can



turn in much smaller circles—the *same* size circle both right and left. Road shock and wheel "fight" are substantially reduced. Steering is much easier. Engineered and built to equal or surpass National School Bus standards.



**PROVED ECONOMY
AND DEPENDABILITY
FOR YOU!**

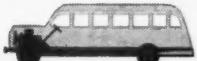
In choosing school buses, *yours* is an important responsibility. You want—above all other things—SAFETY, ECONOMY and DEPENDABILITY! The *new* Dodge school bus chassis are engineered and "Job-Rated" to provide *maximum* safety and economy. There are no better brakes than Dodge "equal-pressure" hydraulic brakes. There is no better economy than that provided by the *right* "Job-Rated" engine. And of course—for more than 30 years—DODGE and DEPENDABILITY have meant one and the same thing. Let your Dodge dealer explain the *many* advantages Dodge "Job-Rated" chassis will bring to *your* school bus operation.

CHOOSE FROM 5 WHEELBASE LENGTHS FOR 30- TO 60-PASSENGER BODIES



MODEL FS-152

3 models—range from 10,650 to 11,750 lbs. G.V.W. For 30 to 36 pupils.



MODEL FS-170

2 models—11,900 and 12,900 lbs. G.V.W. For 36 to 42 pupils.



MODEL FS-192

3 models—range from 14,300 to 15,000 lbs. G.V.W. For 48 pupils.



MODEL JS-212

3 models—range from 15,775 to 17,000 lbs. G.V.W. For 54 pupils.

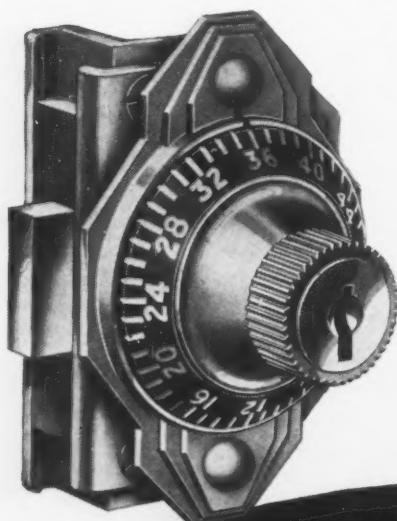


MODEL RS-229

2 models—18,300 and 19,000 lbs. G.V.W. For 60 pupils.

NEW DODGE "Job-Rated" SCHOOL BUS CHASSIS

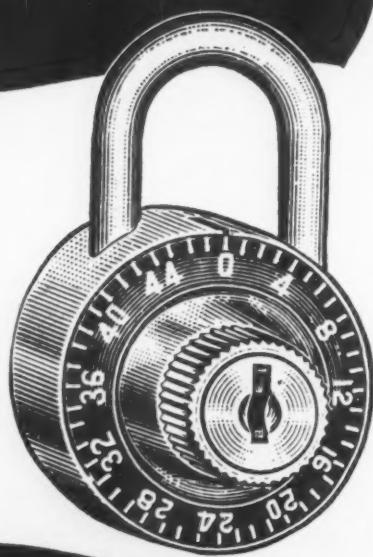
SPECIFY YALE COMBINATION LOCKER LOCKS FOR ALL TYPES OF LOCKERS • BUILT-IN OR PADLOCK



YALE Combination Locker Lock. Exclusive vertical sliding bolt automatically locks and disperses combination. Three positive numbers—cannot be found by manipulating. Combination changeable without removing lock. Also with combined dial and master-key control. THE YALE & TOWNE MANUFACTURING Co., Stamford, Conn.

Automatic locking and opening

gives maximum convenience
and security—protects against
carelessness and tampering



YALE 589 Combination Padlock. Dialing three numbers and turning knob automatically opens shackle. Pushing shackle in automatically deadlocks the hardened steel bolt and disperses combination. With emergency control key to operate all locks in set.

TRADE **YALE** MARK
THE LOCKS RECOMMENDED BY THE
WORLD'S LEADING LOCK EXPERTS



They can SEE where they're going!

Students' eyesight is not impaired by eye-straining glare from sunlight when the window shades are made from Du Pont "Tontine."* This washable shade cloth lets light in . . . yet keeps glare out.

It's economical, too. "Tontine" gives years of extra wear . . . fewer replacements are necessary . . . maintenance costs are lowered. Reports show that "Tontine" has been in use up to twenty years . . . that it can withstand frequent scrubbings with soap and water. The colors resist fading . . . stay bright for the life of the shade. And Du Pont "Tontine" resists cracking, fraying and pinholing.

Specify durable "Tontine" for the windows in your school. It saves money, time and trouble. E. I. du Pont de Nemours & Co. (Inc.), "Tontine" Sales, Newburgh, New York.

*"TONTINE" is Du Pont's registered trade mark for its washable window shade cloth.



BETTER THINGS FOR BETTER LIVING
... THROUGH CHEMISTRY



Accurate Schedules with IBM Electric Time Systems

School starts and is out—ON TIME—because the new IBM Master Time and Program Control provides accurate timing for all educational activities. Students and teachers alike receive maximum benefits from accurately-timed classroom sessions.

The IBM Master Time and Program Control is completely self-supervising. Any number of IBM Indicating Clocks, Time Signals, and Time Stamps may be operated in conjunction with this unit. This Control assures uniformity and accuracy of all units within a few seconds of actual time, year in and year out.

Bells, horns, gongs, buzzers are sounded automatically for any predetermined schedule. Manual signaling, always subject to variations, is eliminated. Individual or all signals may be silenced during week ends or vacation periods.

IBM

TIME RECORDERS AND ELECTRIC TIME SYSTEMS

**Proof Machines • Electric Punched Card Accounting Machines
and Service Bureau Facilities • Electric Typewriters**

International Business Machines Corporation, World Headquarters Building, 590 Madison Avenue, New York 22, N. Y.



AN INEXPENSIVE GEIGER-MÜLLER COUNTER SET....

ESPECIALLY DESIGNED FOR
SCHOOL OR COLLEGE

CLASSROOM LECTURE DEMONSTRATIONS. Illustrates the use of the Geiger-Müller Counter in detecting and measuring radiation from radio-active materials.

—Indicates the presence of and relative intensity of radioactive materials.—Each ionization event taking place in counter tube causes loud clicks in built-in loudspeaker and flashes light on front panel.—Will operate with any self-quenching counter tube not requiring over 1000 volts.
—Completely A. C. operated.



El-Tronics
INC.

2643 N. HOWARD ST.
PHILADELPHIA 33, PA.

Manufacturers of Specialized Electronic Apparatus

PRICE ONLY \$69.50

complete instrument (except counter tube), with radio-active sample.
Gamma Ray Counter Tube Type GIS \$15.00
Beta Ray Counter Tube Type BIS \$23.00

Filing Made Simple, Fast and Economical

with

DIRECT NAME SYSTEM



Forty years of experience—hundreds of actual stop-watch tests with the "Y and E" Direct Name System prove that this is the simplest, fastest system you can use.

Have your "Y and E" dealer show you how filing can be made simple, fast and economical with the "Y and E" Direct Name System.

Write us today for complete details and name of your nearest dealer.

1. You open the drawer. Your eyes seek the center and there, a row of alphabetic guides stare up at you. You can instantly locate the desired subdivision.
2. You find the folder you are seeking under the name you have in mind. It is natural, simple and effortless.
3. Miscellaneous folders contain small accounts.

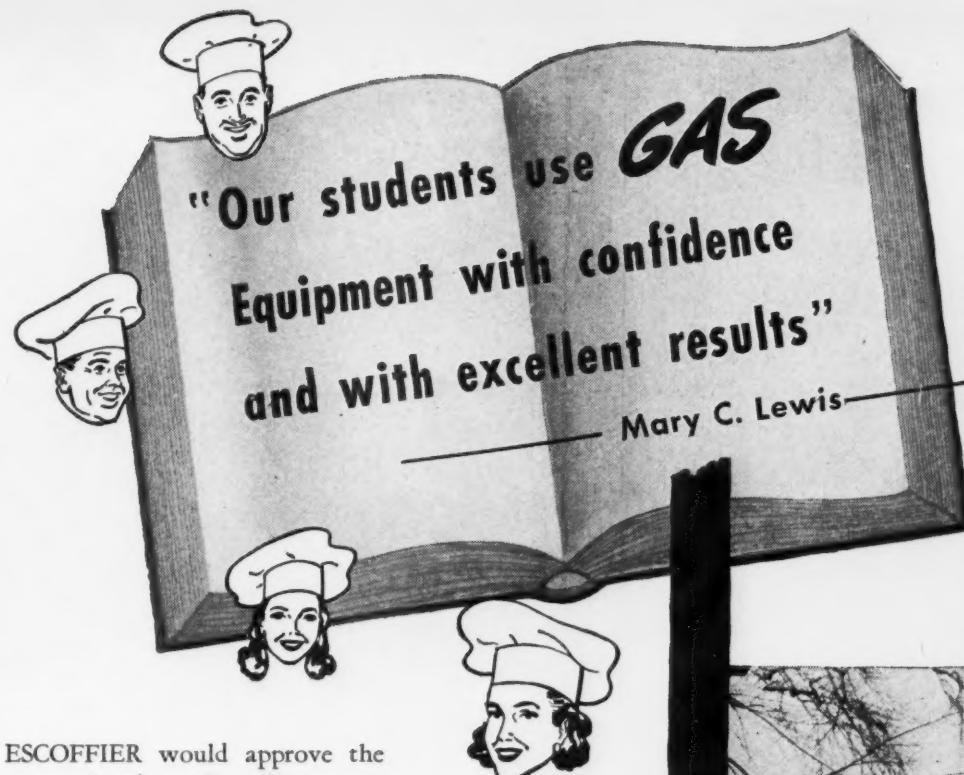
Individual name and miscellaneous folders are also numbered to permit returning folders to the file by number. This is also a check against misfiling. Furnished in sets of 25 to 10,000 or more subdivision.

FOREMOST FOR
MORE THAN 65 YEARS

YAWMAN AND ERBE MFG. CO.

1040 JAY STREET
ROCHESTER 3, N. Y.

Consult Your Local Classified Telephone Directory for Your Nearest Representative.



Mrs. Mary Catherine Lewis, President, Lewis Hotel Training School, only school of its kind in the world.



ESCOFFIER would approve the stress placed on the culinary arts at Lewis Hotel Training School, Washington, D.C. You find the results of this thorough teaching wherever Lewis-trained hotel executives preside.

There, too, you'll probably find GAS and modern Gas Kitchen Equipment because Lewis training places emphasis on the tradition that "where food is finest it's cooked with GAS."

That's why President Mary Catherine Lewis takes great personal interest in the Lewis training kitchens which are equipped with the most modern GAS cooking and food-service tools:

Hot Top Range	Bake Oven	Steam Table
Open Top Range	Coffee Urns	Plate Warmer
Deep Fat Fryer	Broiler	Dishwasher

The successful experience of Lewis Hotel Training School in the use of GAS for culinary training emphasizes the simplicity, flexibility, speed, and controllability of this superior fuel.

Regardless of the type or size of your food-service facilities you'll find modern Gas Kitchen Equipment designed to aid you in obtaining superior cooking results. Your local Gas Company Representative will assist you.

MORE AND MORE...

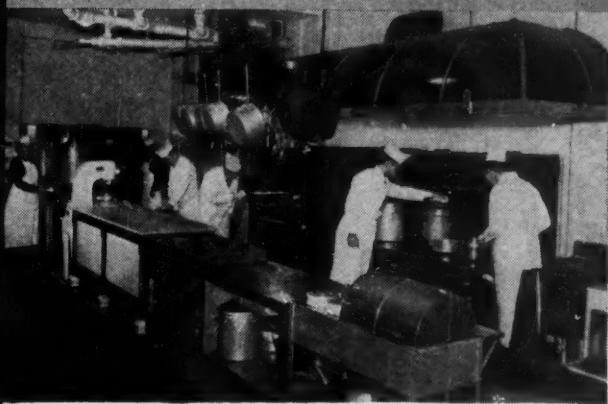
THE TREND IS TO GAS

FOR ALL
COMMERCIAL COOKING



Headquarters building, Lewis Hotel Training School, Washington, D. C., founded by Clifford and Mary Lewis in 1916.

Students are trained in quantity cookery techniques in the Lewis school's Gas-equipped kitchen.



AMERICAN GAS ASSOCIATION

420 LEXINGTON AVENUE, NEW YORK 17, N. Y.

DARNELL CASTERS



Always

SWIVEL
and **ROLL**

FREE MANUAL

DARNELL CORP. LTD. 60 WALKER ST. NEW YORK 13, N.Y.
LONG BEACH 4, CALIFORNIA 36 M CLINTON, CHICAGO 6, ILL.

pomerio 18 disinfects without odor!

That's right—no odor. The "disinfectant smell"—never a measure of a disinfectant's effectiveness—is a thing of the past when you use POMERIO 18... the modern disinfectant. POMERIO 18 is not only odorless but it also acts as a deodorant. Eighteen times stronger than phenol it won't, even in full strength, irritate the skin of the average person.

ODORLESS—acts as a deodorant.

MEDICALLY RECOGNIZED as an effective germicide and disinfectant.

WORKS EFFECTIVELY with soap or alkali.

LOWER IN COST—under 2½ cents per gallon of effective solution.

free • Use this coupon for your **COMPARISON TEST** • ISON TEST SAMPLE. Please attach to your letterhead.

• GREEN LIGHT PRODUCTS DIVISION

Dr. Shiffer's Laboratories, Inc., 788 The Arcade, Cleveland 14, O.
I'd like to try the POMERIO 18 Comparison Test Sample and judge for myself.

NAME _____
POSITION _____ FIRM _____
CITY _____ ZONE _____ STATE _____

BEFORE THE INK
STARTS TO RUN

HORN FOLDING BLEACHERS

HORN FOLDING PARTITIONS

Horn BROTHERS Company FORT DODGE, IOWA

7 Machines in One!



The HILD Floor Machine is a husky helper for your maintenance man... just what he needs to put your floors in tip-top condition, and then keep them sparkling clean and bright. With the easily interchangeable attachments pictured above, HILD Machines perform every maintenance job on all kinds of floors.

HILD Machines are noiseless, fast... and run so easily that the operator won't tire unduly from long hours of use. Equipped with powerful G. E. Capacitor motors for long, hard wear. Four sizes. Get complete information!



Write today for **FREE**
CIRCULAR

HILD FLOOR MACHINE CO.
1313 W. Randolph St., Dept. SC-3
CHICAGO 7, ILL.

The NATION'S SCHOOLS

YOUNG MINDS COME ALIVE... AND LEARN

when you show EBFILMS!

4 NEW EBFILMS

SOAP

Explains the nature, manufacture, and cleansing action of soap. Shows how soap is made in a laboratory and a commercial plant.

ICE CREAM

A favorite food gives youngsters an insight into American industry. Shows ice cream made at home, then by factory methods.

MAKING GLASS FOR HOUSES

Shows how sand, limestone, and soda ash are obtained and converted into glass, both in a laboratory and in a modern industrial plant.

Every EBFilm is part of your school's *regular* curriculum... yet every EBFilm does a *special* teaching job: making subject matter a vital, absorbing classroom experience youngsters can grasp quicker, retain longer.

Consider AUTUMN ON THE FARM, for example... bringing all the brilliant color and busy activity of farm life right into your classroom. Or SOAP, GLASS, and ICE CREAM... portrayed so memorably that even the youngest pupil can understand the sociological and economical significance of these important products. These are but four *additions* to the world's largest collection of authentic classroom films... offering over 500 titles, covering more than 50 different subject areas.

Good teachers know they can be sure with EBFilms, whatever the subject area... because EBFilms are produced by educators for the specific use of educators—authentic, forceful teaching tools that help you do a better teaching job in every department of your school.

In rich, vibrant color!
AUTUMN ON THE FARM

A full color film showing all the fun and work of farm life in autumn. Third in EBFilms' remarkable series of full-color films on country life. Be sure to see SPRING ON THE FARM and SUMMER ON THE FARM. And watch for WINTER ON THE FARM, soon to be released.



ENCYCLOPAEDIA BRITANNICA FILMS INC.

WILMETTE, ILLINOIS



Back Again!...All Downyflake Mixes



For Quality Baking—quickly and easily Downyflake Makes It Better

Downyflake Mixes always give you better results because they are perfectly balanced mixes of top-quality ingredients. Downyflake's master blenders, backed by 28 years of know-how, do the skilled work for you, save you time and labor, eliminate spoilage and production problems. You just add water and bake.



Revolution in Waffles

No waffle sticking! Completely automatic Waffle Robot bakes 22 perfect waffles per hour, continuously all day long—even in rush hours. Saves time, work and money. AC or DC.

Mail Coupon
for Details

Doughnut Corporation of America,
Downyflake Baking Mix Division,
393 Seventh Ave., New York 1, N.Y. NS-3

(Check one or both)

Gentlemen:
 Kindly send me a free copy of your book, "New Recipes for Mass Baking".
 Kindly send me a free copy of your book, "A New Idea in Waffles".

Name.....

Individual.....

Address.....

City.....



New helps and
recipes for mass
baking. Send cou-
pon for free copy.

Downyflake BAKING MIXES
JUST ADD WATER AND MIX

Doughnut Corporation of America
393 Seventh Ave. New York 1, N.Y.

Custom-Bilt
Trade Mark Reg. U.S. Pat. Off.
by

SOUTHERN

QUALITY

The finest in
FOOD SERVING
EQUIPMENT

A 1947 "GEM" IN STAINLESS STEEL

D. A. C. KITCHEN
DETROIT

Custom-Bilt by Southern assures...

1. Preliminary Analysis and Planning.
2. Designing, Engineering and Expert Fabrication.
3. Precision Installation.

At Southern, these are by-words—and at modern food preparation installations, the buy-word is "Custom-Bilt by Southern." Before making your decision, consult your Southern dealer, our field engineering offices, or write us for cooperation.

Southern EQUIPMENT CO.
5017 SOUTH 38TH STREET ST. LOUIS 16, MISSOURI



How to save approximately $\frac{1}{2}$
on latest model appliances for
Home Economics Departments

THOUSANDS OF FRIGIDAIRE APPLIANCES ALREADY PURCHASED BY SCHOOLS UNDER

Frigidaire School Plan!

Here's how it works: You can buy Frigidaire appliances for instruction purposes in any qualified school through your Frigidaire dealer, at special school prices—approximately one-half of regular retail prices.

Then, to keep your equipment up-to-date, as new models are introduced for the next five years your Frigidaire dealer will exchange these appliances for new models of comparable size and quality *at no additional cost*.

All appliances sold under this plan carry the full Frigidaire ^{one-year} warranty. Sealed-in mechanisms of refrigerators and home freezers are protected against service expense for five years.

Save money on all these appliances under the "Frigidaire School Plan"

Frigidaire Refrigerators, including famous "Cold-Wall" models.

Frigidaire Electric Ranges, in six models to meet all requirements.

Frigidaire Water Heaters, 30- to 80-gal.; round models or table top.

Frigidaire Home Freezers—8 cu. ft. model, with separation racks.

See your Frigidaire Dealer for complete information about the budget-saving "Frigidaire School Plan." Find his name in Classified Telephone Directory. Or write Frigidaire Division, Gen-

eral Motors Corp., 1225 Amelia St., Dayton 1, O. 617 Commercial Rd., Leaside 12, Ont.

For School Cafeterias, Laboratories, Other Uses!

Frigidaire makes a complete line of "Commercial" Refrigeration Equipment—"Reach-in" Refrigerators, Ice Cream Cabinets, Beverage Coolers, Water Coolers, Compressors, Cooling Units, Controls—and Air Conditioning Equipment. (These products do not come under the "Frigidaire School Plan.") Consult your Frigidaire Commercial Dealer (find name in classified Phone Directory) or write Frigidaire.

More Frigidaires serve in more American homes than any other refrigerator!

You're twice as sure with two great names



FRIGIDAIRE MADE ONLY BY **GENERAL MOTORS**

**For Projection Excellance
Sound Clarity
choose
The HOLMES
"Rex"**



For the last year "REX" production has been inadequate to supply the demand.

INCREASED OUTPUT IS FAST CATCHING UP

P.S.—The new REXARC with high intensity arc lamp, 40 watt output amplifier, and newest coaxial high and low frequency speaker available.

BEFORE YOU DECIDE TO PURCHASE write for the new catalog detailing the advanced features found only in a REX 16mm Sound-on-Film Projector.

HOLMES PROJECTOR COMPANY

Manufacturers of 16mm and 35mm Sound-on-Film Projectors for over 25 years to Dealers and Users
1814 ORCHARD STREET • CHICAGO 14, ILL.

**WANT LOW COST
FLOOR MAINTENANCE?**



**Use
BRILLO
SOLID-DISC STEEL WOOL
FLOOR PADS**

• BRILLO Solid-Disc overall action cleans quicker... gives harder, more durable finish. Saves time, labor. Daily once-over keeps floors bright longer.

MAIL TODAY!

Brillo Mfg. Co., Inc., Dept. N, 60 John St., Brooklyn 1, N. Y.
Please send FREE folder on BRILLO Steel Wool FLOOR PADS.

Name _____

Street _____

City & State _____

Complete Sander Kit

Everything You Need on the Job!



**INCLUDED
IN
KIT**



Slide rule abrasive selector quickly answers hundreds of finishing problems.

Safe Storage—Saves Time

All steel case contains Sterline Portable Electric Sander (for fast, economical finishing), extra sanding pads, oil, grease, filter — plus the new slide rule abrasive selector. Write for descriptive folder that gives all details on Sander operation and kit.

STERLING TOOL PRODUCTS CO.,
1336-B Milwaukee Ave.
Chicago 22, Ill.

STERLING PORTABLE ELECTRIC SANDERS

**PEABODY'S
New CLASSIC Line
OF STEEL FRAME SEATING**



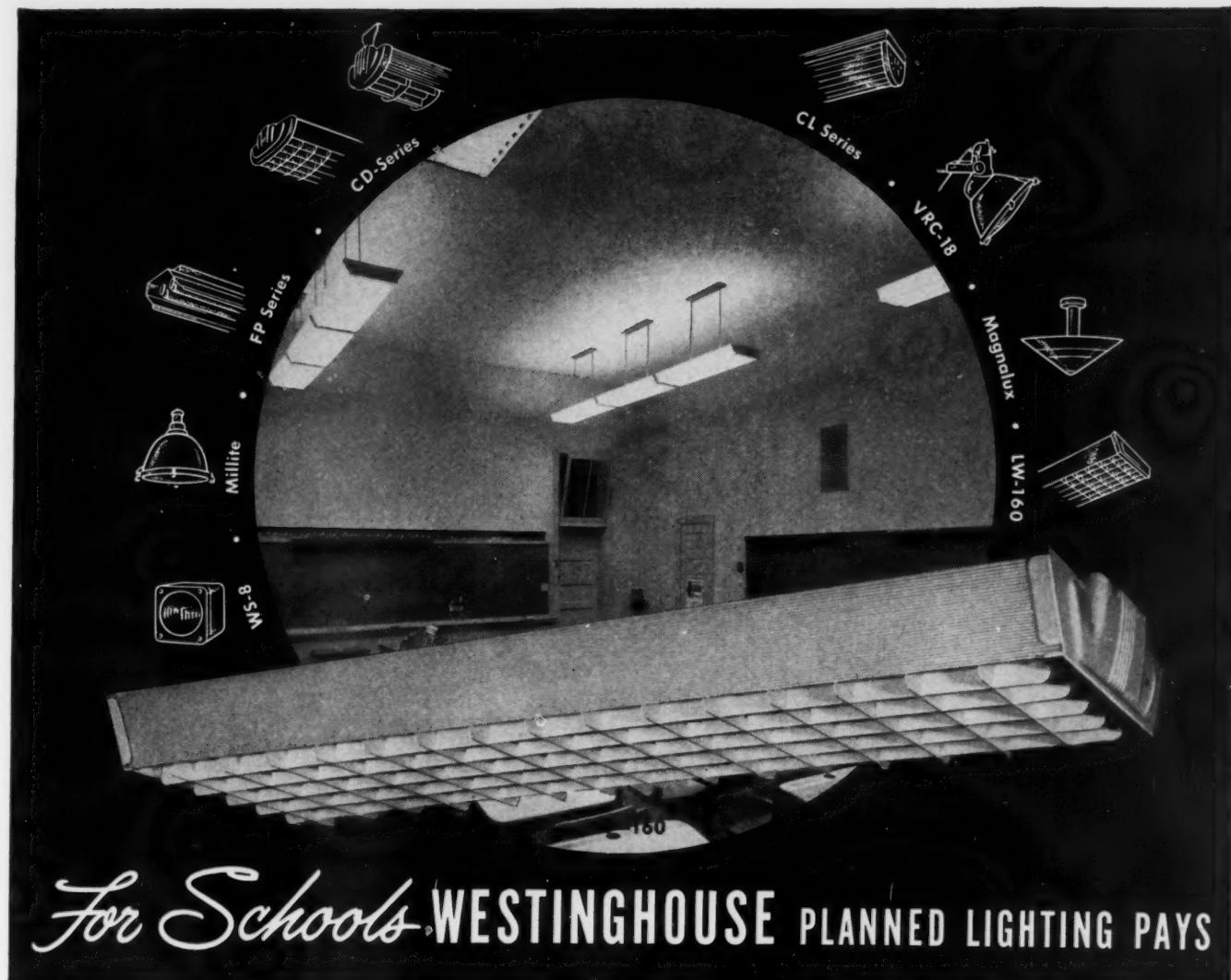
**The Only Seating
with
POSTURE-FIT
FLOATING BACK REST**

- More Comfortable
- Easy to keep in place
- Easy to move
- Easy to keep clean
- Helps to increase room capacity without crowding.

Get complete details from your Peabody representative or write direct to us.

THE PEABODY SEATING CO., Inc.
NORTH MANCHESTER

INDIANA



... WITH FRONT ROW VISION AT EVERY SEAT

HERE'S WHY. Learning is 85 percent visual. With Westinghouse *Planned Lighting*, you give every pupil an equal chance for learning. No matter where he sits, he has the same quality and quantity of light.

Properly lighted schoolrooms mean . . . an equal seeing opportunity for every student . . . reduced eyesight depreciation . . . and fewer "backward pupils" who suffer from poor lighting.

THE RIGHT EQUIPMENT. The LW-160 is Westinghouse-engineered for schools. It provides these quality factors vital to classroom lighting . . . freedom from harsh shadows . . . prevention of direct and reflected glare . . . adequate uniformity of illumination. Easy to install . . . costs little to operate and maintain . . . can be mounted either individually or in continuous rows.

Westinghouse makes every type of school lighting equipment . . . for vocational training shops . . . for gymnasiums . . . for sports fields . . . swimming pools. A Lighting Sales Engineer will be glad to help you with any problem and suggest a *Planned Lighting* installation, without obligation. For his services call your nearest Westinghouse distributor, or send for a copy of B-3790 on quality lighting of schools. Westinghouse Electric Corporation, P. O. Box 868, Pittsburgh 30, Penna.

J-04160

Your local power company and electrical contractor will be glad to help with your planning



Westinghouse
PLANTS IN 25 CITIES OFFICES EVERYWHERE

Westinghouse Electric Corporation - Lighting Division - Cleveland, Ohio
COMMERCIAL • INDUSTRIAL • FLOOD • STREET • AVIATION

Services of a Lighting Sales Engineer are available through your near-by Westinghouse distributor

Look to MEDART for... LEADERSHIP IN SERVING THE NATION'S SCHOOLS

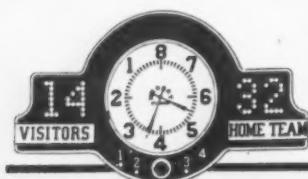
74 years in serving the nation's schools has given Medart unquestioned leadership in the field of gym and locker room equipment and physical educational apparatus. During these years Medart has pioneered the development of new ideas and improvement which has earned for Medart products the slogan "the standard of comparison." Medart leadership and experience are your assurance of sound investment when you buy equipment made by... Medart of St. Louis.



Medart Makes The Following Equipment...

**Steel Lockers • Steel Lockerobes • Gymnasium Apparatus • Telescopic Gym Seats
Basketball Backstops • Basketball Scoreboards • and the new Acromat-Trampolin**

Visit our Exhibit—Booth 26—American Association for Health, Physical Education and Recreation Convention—Kansas City, Mo.—April 19-23.



FRED MEDART PRODUCTS, INC.

3535 DEKALB STREET,
SAINT LOUIS 18, MISSOURI
FORMERLY
FRED MEDART MANUFACTURING CO.

TERRAZZO THE ENDURING SCHOOL FLOOR



WEAR AND TEAR
HAVE NO TERRORS

for
Terrazzo

School floors have to be tough to stand up under the year-in-year out pounding and scraping of thousands of eager young feet. Yet years from now TERRAZZO will be just as attractive as it is when first installed — TERRAZZO actually improves with wear.

Durability and unequalled design possibilities for floors, walls, stairways make TERRAZZO the perfect School installation.

It's economical! Cost is low . . . replacements are eliminated . . . easy to clean, its upkeep is cut almost to nothing. Smooth, safe, sanitary yet colorful, gay and attractive. You owe it to your community to know TERRAZZO.

Plan Your TERRAZZO School Requirements
with this



FREE A.I.A. KIT

This fact-filled handy kit will show you how and why TERRAZZO is ideal for every type of School installation.

THE NATIONAL TERRAZZO AND MOSAIC ASSOCIATION, INC.

1420 New York Ave., N. W., Dept. N, Wash. 5, D. C.

SAFE—
SURE—AND MASTER
OF THE OPERATING BUDGET



THIS International School Bus averages 184 miles a day—80 per cent on gravel and 20 on dirt—in Kern County, California.

The chassis is the International Model KB-8. The bus seats 71 children.

It offers but one illustration of how the complete International School Bus line fits the needs

of every school board and school district.

International not only builds a chassis for every type of school bus transport, but every International is solid quality all the way through—safe, sure and economical to operate and maintain.

Motor Truck Division
INTERNATIONAL HARVESTER COMPANY • Chicago



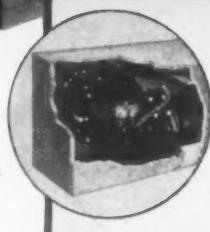
Tune in James Melton on "Harvest of Stars" Sunday! NBC Network.



INTERNATIONAL Trucks



Fullerton Hall
in The Art Institute
of Chicago is one
of hundreds of
fine auditoriums
equipped with
the Da-Lite Elec-
trol Screen.



OTHER TYPICAL ELECTROL INSTALLATIONS: Mellon Institute of Industrial Research, Pittsburgh; Kimball Hall, Chicago; Stanford School of Medicine, San Francisco; Tulane University, New Orleans; Technological Institute, Northwestern University, Evanston; Central Christian Church, Denver; Belvidere Public School, Belvidere, Ill.

DA-LITE SCREEN COMPANY
2711 N. PULASKI ROAD • CHICAGO 39, ILLINOIS

DA-LITE ELECTROL

—The Aristocrat of Projection Screens

A flick of the switch unrolls or rerolls the Da-Lite Electrol screen or stops it at any position. Automatic safety controls stop the motor when the screen is fully unrolled or rerolled. Available with Da-Lite Crystal-Beaded or Tru-Tone Mat White surface in 11 standard square and rectangular sizes. Also furnished to your specifications.

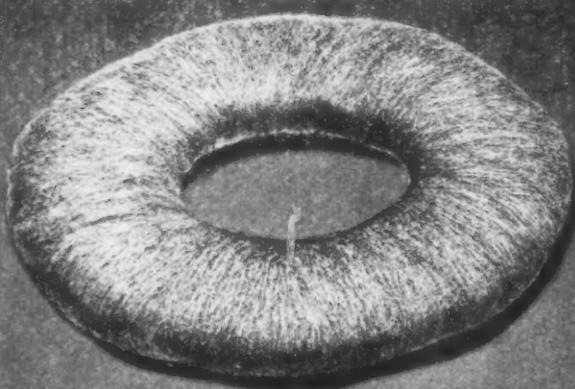


*Write for new 16-page
"Miniature Catalog"*
on the Electrol and other Da-Lite
Screens (41 models and sizes
priced from \$10.00 to \$400.00).
Address Dept. 3 NS



*"World's Largest Selling
Screens Since 1909"*

**Sun Ray's Radial
Strands Work Faster!**



Sun Ray Woolers
for all disc-type floor machines

THE WILLIAMS COMPANY—Steel Wool Products
London, Ohio

NS-348

Send literature showing how Sun Ray's radial strands save time and money and make floors safer.

Name _____

Institution _____

Address _____

City & State _____

COMMEMORATE
YOUR
STUDENT
HEROES

BRONZE TABLETS
by
NEWMAN



**Free Catalog
in Colors**

Write for our illustrated catalog, without obligation. Include desired inscriptions for immediate price quotation. Catalog, recommendations, estimates sent gladly.

Let softly gleaming bronze perpetuate the names of those who served . . . let them remain as exemplars of patriotism and courage for future generations.

NEWMAN HAND-CHASED BRONZE . . . "the metal of countless tomorrows" . . . in honor rolls, bas-relief portrait memorials and award plaques has been famous for quality internationally since 1882. **Buy Once...Buy Bronze...Buy Newman**



NEWMAN BROTHERS, Inc.

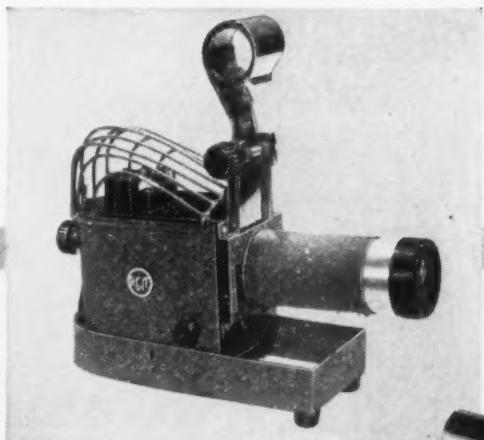
Dept. 26

Cincinnati 3, Ohio

RCA

Announces two new Audio Visual Aids

designed especially for classroom use



Detachable Slide Film Carrier

The quickest and easiest projector threading you have ever seen. Film is loaded away from projector. Rubber rollers gently push film through carrier. No sprockets to tear film. Can run film forward or backward.



EDUCATIONAL SALES DEPARTMENT
RADIO CORPORATION
of AMERICA
CAMDEN, N. J.

RCA VICTOR two-speed Transcription Player

At last a transcription player of outstanding quality, designed especially for classroom use. Plays either 16-inch transcriptions or standard records. Constant speed is obtained by using two separate motors—one for driving turntable at 33½ RPM and one for 78 RPM. Positive speed control at the flip of a switch. Five watts of undistorted power output with wide frequency range. Crystal pickup with a permanent point Osmium needle. Tone control throughout entire frequency range with special selector switch to give best reproduction of music and voice.

Detachable, heavy-duty 8-inch speaker with 25-foot extension cord. Weight *less* than 30 pounds. Compact and light enough for classroom use. Sufficient power for most school auditoriums.

RCA Classroom Slide Film Projector

for 35mm Filmstrips and 2" x 2" Slides

Here is a dual-purpose projector designed for classroom use which is priced so low that you can now equip *every classroom* with its own projector. Unique in design and amazingly simple to operate. No sprockets to thread, no sprockets to tear film. 150-watt lamp. Coated lenses. Sufficient illumination for both black-and-white and color filmstrips and slides. The simplest dual-purpose projector ever offered to the educational field.

*See your RCA Victor Educational Dealer or
write for further details and school price.*

Educational Sales Department, (62-C)
Radio Corporation of America
Camden, N. J.

Please send me complete information on RCA's new
Transcription Player and Classroom Slide Film Projector.

Name _____

School _____

Street _____

City _____ State _____

For

Lighter, Brighter Classrooms

Select HYLOPLATE

Lite Site

CHALKBOARD

See THE DIFFERENCE!

Modern schools choose HYLOPLATE LITE SITE Chalkboard. The restful, refreshing green of Lite Site is pleasantly fresh and bright, makes the classroom a friendly sort of place to live in.

Lite Site folder and sample sent FREE, on request Address Dept. N.

WEBER COSTELLO COMPANY

Manufacturers • Chicago Heights, Ill.

Administrators—Teachers

Write for FREE copy of valuable teaching aid "How To Use The Chalkboard".



No need to open lockers with a hacksaw when your school changes from miscellaneous, student-selected padlocks to dependable Dudley Locks for all lockers. The Dudley RD-2 is a combination padlock . . . no key to lose . . . and Master Chart permits quick opening by an authorized person.

Dependable, tamper-resistant Dudley Locks stand up under the toughest school abuse . . . have set a standard of school protection for 27 years.

Get complete Dudley protection for your school without taking a dime from your equipment budget. Write for details of the Dudley Self-Financing Plan.

RD-2—Rotating dial combination . . . sturdy, precision mechanism in stainless steel case.



**DUDLEY
LOCK CORPORATION**

Dept. 310

570 W. Monroe St.

Chicago 6, Ill.

STEWART PRODUCTS FOR SCHOOL REQUIREMENTS

• **Stewart Chain Link Wire Fence** is available with or without barbed wire arrangement. Style 3TH is shown. This type is ideal for remote property lines as well as for athletic field enclosures. Stewart Plain and Ornamental Iron Fence, in combination with Chain Link Wire Fence, is used extensively for the public sides of school property.



• **Stewart Wire Mesh Partitions** are sectional and made to fit any height or width. Ideal for locker rooms, storage rooms, etc. Other Stewart products are baseball and tennis court backstops, steel settees, flag poles, window and skylight guards, etc. When writing for information please mention products in which you are especially interested. Stewart maintains sales and erection service in principal cities.

Stewart IRON and WIRE FENCES

**THE STEWART
IRON WORKS CO., Inc.**
1536 Stewart Block
CINCINNATI 1, OHIO



YOUNG APPETITES RESPOND TO FOOD THAT'S NICELY SERVED

It's right in your school lunchroom that the youngsters establish nutritional habits that last for life. Serve attractively the wholesome kind of food they should eat, and you've won half the battle! A healthful green salad looks more appealing served in its own good looking salad bowl . . . certainly a nutritious stew is more tempting offered on an inviting and durable plate.

Depend on DON for just about everything in food service accessories to serve your wholesome food in the attractive way that whets young appetites. A variety of good looking, functional chinaware — glassware — cutlery.

Depend on DON for a host of the efficient kitchen equipment you need to prepare and cook all food in the most delicious, nutritious way. Ranges, broilers, ovens, steam kettles. Accessories and tools that save time, trouble and expense . . . grinders, graters, cutters, slicers, parers.

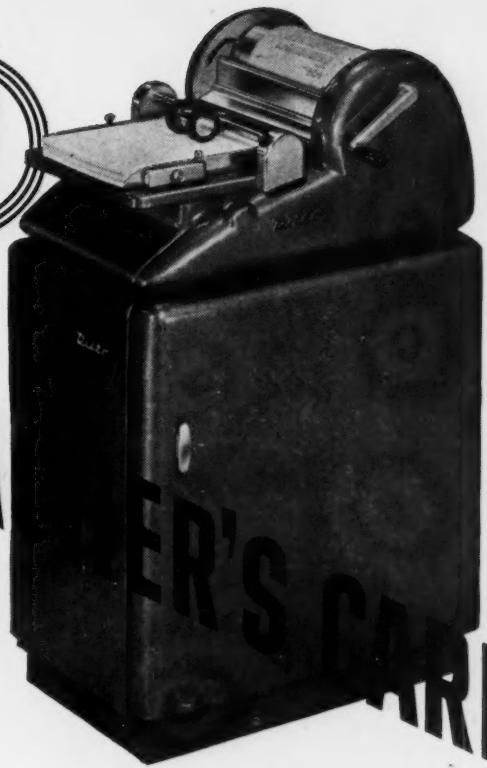
ALWAYS, SATISFACTION GUARANTEED OR MONEY BACK. Write for the DON salesman to call. In Chicago, phone CALumet 1300.

EDWARD DON & COMPANY

2201 S. LaSalle St. • Dept. 16 • Chicago 16, Ill.

ANSWER TO A TEA

11



TEACHER'S PET !

The New **D-15**
DIRECT PROCESS LIQUID DUPLICATOR BY
DITTO

TRADE MARK REG. U. S. PAT. OFF.

The new D-15 by Ditto is truly teacher's pet. And small wonder. Without use of stencils or mats, you can copy anything written, printed, typed or drawn in one to four colors. Maps, lesson forms, illustrated outlines and scores of other jobs . . . can be copied quickly on this streamlined Direct Process Liquid Duplicator (with a single turn of the handle). Master can be filed and re-used. Teachers and schools everywhere have welcomed the new D-15 with open arms. You'll understand why after a demonstration. Arrange for one now. Simply fill out and mail the coupon.

DITTO, INC., 625 S. Oakley Blvd., Chicago 12, Illinois
In Canada: Ditto of Canada, Ltd., Toronto, Ontario

10 NEW WORKBOOKS FOR USE ON LIQUID TYPE MACHINES



To further simplify your teaching job, Ditto offers 10 new classroom workbooks for use on all liquid type machines. Edited and compiled by leaders in the field of education, these new Ditto workbooks will help streamline your classroom procedure. Send for them today.

① 300 and more copies from each original.
② Up to 140 copies per minute.
③ Copies up to 4 colors in a single operation.
④ Requires no stencils or mats.
⑤ Copies on paper varying in weight from tissue to card stock.
⑥ Delivers copies face up.
⑦ Copies forms any size from 3" x 5" to 9½" x 14".
⑧ Originals may be filed and re-used until entire ink supply is exhausted.
⑨ Requires only one turn of the handle.
⑩ Copies direct from original writing, typing or drawing.
⑪ Equipped with convenient 3-digit reset counter.
⑫ Simple, speedy liquid and pressure control assures uniformly bright copies.
⑬ Reversible feeding mechanism handles long and short copies.
⑭ Receiving tray serves as self-cover when machine is idle.
⑮ Simple, positive master attachment.
⑯ Durable hammered grey finish; non-corrosive, stainless-steel parts.

DITTO, Inc., 625 S. Oakley Blvd., Chicago 12, Illinois
Gentlemen: Without obligation, please send:

Literature on your new Liquid Type School Duplicator
 Free Samples of Workbook Lessons for Liquid Type Duplicators
(Note these will not reproduce on Gelatin Duplicators)
 Arrange a Ditto demonstration for me

Name.....

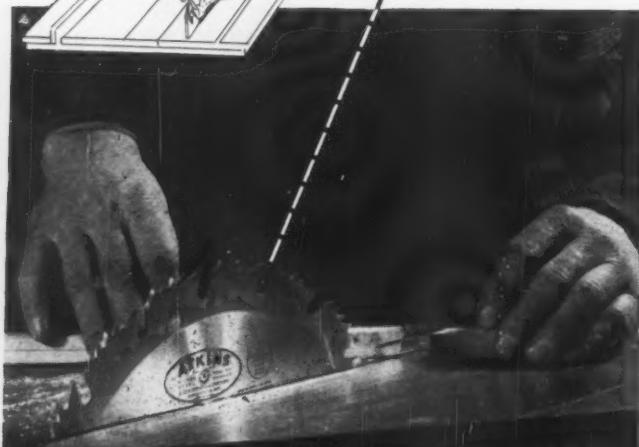
School.....

Address.....

Post Office..... County..... State.....

ATKINS

"Silver Steel" CIRCULAR SAWS



for EASIER TEACHING . . . EASIER LEARNING

You make both teaching and learning easier when you put Atkins "Silver Steel" Circular Saws in your school workshop. Here is why:

Atkins Circular Saws are easier to use because they cut cleaner and faster. They leave no rough or feathered edges. There are fewer "rejects", less time lost because work has to be done over again. The student achieves first-rate results earlier. He gains confidence that leads to quicker mastery of his craft, leaves the instructor free to teach fundamentals.

Atkins Circular Saws are economical, too. Their tough "Silver Steel" teeth stay keener longer. Their extra ruggedness means extra years of classroom service with fewer sharpenings.

For easier teaching, easier learning and lower shop costs, equip with Atkins.

NOTE: While Atkins does not manufacture portable machines, many leading machine manufacturers look to Atkins for blades.

E. C. ATKINS AND COMPANY

HOME OFFICE AND FACTORY:

471 S. Illinois Street, Indianapolis 9, Indiana

BRANCH FACTORY: Portland, Oregon

BRANCH OFFICES:

Atlanta • Chicago • New Orleans • New York • San Francisco



FREE CATALOG

OVER 150 SUGGESTIONS
for plaques and tablets
for every school purpose
—all in handsome, im-
perishable International
Solid Bronze—are illus-
trated in free 48-page
catalog. Standard and
custom designs. Write for
it now—for immediate
use or future reference.
No charge or obligation.
Ask for Catalog NS.



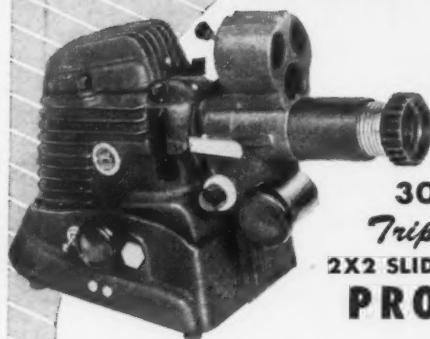
INTERNATIONAL BRONZE TABLET CO., INC.

150 WEST 22nd STREET

NEW YORK 11, N. Y.

See the EXTRA brilliance!
Get the EXTRA safety!

BLOWER COOLED
FILMATIC



300 WATT
Triple Purpose
2X2 SLIDE AND FILMSTRIP
PROJECTOR

Silent Blower Cooling gives maximum protection to filmstrip or slides. Exclusive GoldE self-rewind. Receding aperture plates. Instant Framing. Choice of slide carriers. Available with coated Anastigmat lens. Modern, rugged, very stable. Light weight, easily portable.

Write for Filmatic Bulletin No. 452

GoldE Manufacturing Co.

1220-E WEST MADISON ST.
CHICAGO 7, ILLINOIS

Daylight...

EASY-TO-GET "EQUIPMENT" FOR ALL SCHOOL ROOMS

Wall of windows distributes daylight over the entire manual training shop of the Delta (Ohio) High School. Glass partition at end of room borrows light. Architects: Britsch & Munger, Toledo.



LIBBEY·OWENS·FORD
a Great Name in GLASS

In laboratory, shop, study hall, classroom . . . even distribution of daylight makes studying easier, helps children progress faster. Schools are being designed with large glass areas to reduce sharp contrasts between brightness and shadow.

Architects are specifying *Thermopane** to reduce heat loss through glass. This insulating windowpane . . . first of its kind . . . keeps rooms warmer in winter with less fuel, cuts condensation on glass and deadens outside noises. It eliminates downdrafts at windows—thus pupils near windows are as comfortable as those farther away.

Thermopane is made of two or more panes of glass separated by dehydrated air and welded into a unit with L·O·F's *Bondermetic Seal**. Units are available in over 60 standard sizes for new construction and modernization. For further information, write for our *Thermopane* books. Libbey·Owens·Ford Glass Company, 3438 Nicholas Building, Toledo 3, Ohio.

L·O·F GLASS PRODUCTS AID IN PLANNING BETTER SCHOOLS

THERMOPANE insulating window unit makes large glass areas practical in all climates.

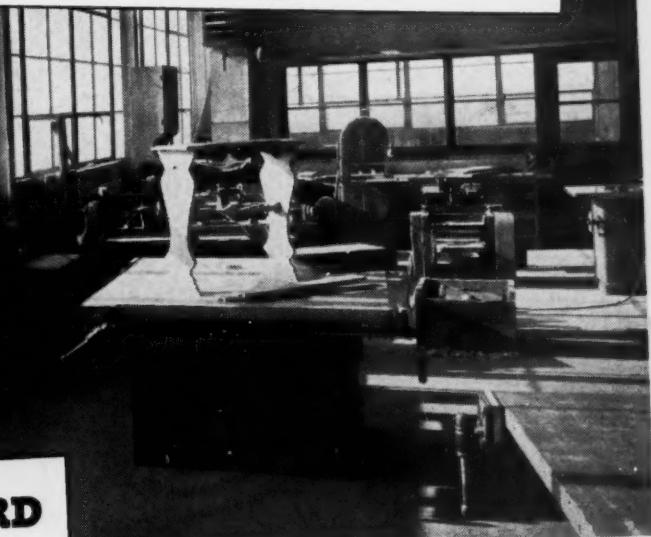
VITROLITE* glass facing resists marking, is easy to clean, ideal for laboratory counters, cafeteria table tops, lavatory walls.

TUF-FLEX* tempered plate glass for glazing where breakage is a problem (playground elevations), door kick plates, etc.

POLISHED Plate Glass assures quality mirrors for washrooms and specialized classrooms.

PATTERED Glass to diffuse daylight but assure privacy.

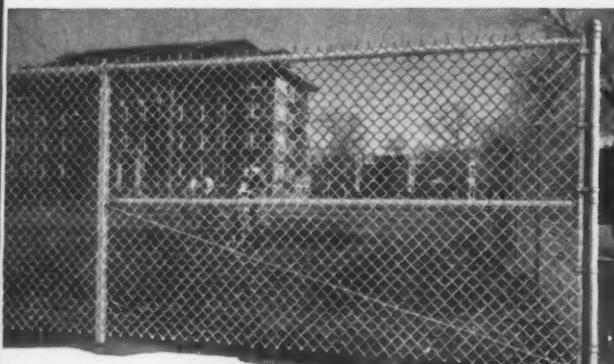
*®



ONLY LIBBEY·OWENS·FORD MAKES *Thermopane*

PAGE FENCE - Since 1883

• AMERICA'S FIRST WIRE FENCE •



*Consult a Specialist
when you buy fence*

• Protection of persons and property against common hazards is the specialized business of the Page Fence Association member near you. His long experience and the expertness of his organization, plus the high quality, varied styles and choice of metals provided by PAGE, make him the man to consult when considering chain link fence for any property. He will help you to select the right fence to meet your need and will submit cost estimates without obligation. Write for illustrated information and we will send name of the member nearest you.

For name of nearest member firm, write to PAGE FENCE ASSOCIATION in Monessen, Pa., Atlanta, Bridgeport, Chicago, Denver, Detroit, Los Angeles, Philadelphia, Pittsburgh, New York or San Francisco.

PRODUCT OF PAGE STEEL & WIRE DIVISION—AMERICAN CHAIN & CABLE, BRIDGEPORT, CONN.

EVERY SCHOOL SHOULD HAVE ONE!



THE
New
Copy-rite

LIQUID DUPLICATOR

Fool-Proof—any student can run it. Economical—because **Copy-rites** do not need Stencils, Gelatin, Ribbons, Type or Ink. Simple, rugged design—No Service Problem.

The **Copy-rite** reproduces from original writing, typing or drawing. Use it for all types of school work, bulletins, seatwork, tests, maps, examinations, diagrams, etc.

*Send for Samples of Copy-rite work and
name of nearest dealer.*



Model L-47
Hand Operated

**WOLBER DUPLICATOR &
SUPPLY COMPANY**
1229 Cortland Street • Chicago 14, Illinois

SAFE MODEL

PROJECTION TABLE T-134

SECTIONAL CAB. MM20

**DON'T
LET
FILMS
DIE**

FILM RACK RK250

NO. 1 REWIND BOARD

STRIP FILM CABINET MF 6

Write for Illustrated Literature

Neumade

TRADE MARK
PRODUCTS CORP.
429 WEST 42 STREET NEW YORK, N.Y.

**IT'S 3 TIMES EASIER
to drill with this new**

SKIL Drill Stand

**New rack and
pinion gear gives
20 to 1 Ratio**

This new bench stand quickly converts any portable electric SKIL* Drill into a stationary drill press for precision drilling or hole saw work, with the greatest of ease! Twenty to one leverage with the standard short arm . . . greater leverages with a longer lever. Perfect for school maintenance work . . . as well as for training use in the shop. Call your distributor today for a demonstration.

SKILSAW, INC.
5033 Elston Ave., Chicago 30, Ill.
Factory Branches in Principal Cities

* SKIL is a Trade Mark of SKILSAW, INC.



Another Popular SKIL Tool!

pick the one that's MADE FOR THE JOB!



Whatever your dishwashing problems may be — whatever the water conditions in your locality—there's a Wyandotte Product made to meet your each and every need.

Wyandotte Keego* is especially adapted to washing dishes and glasses by machine. It cleans rapidly and thoroughly, then rinses easily, even in the hardest water.

Wyandotte H.D.C.* is the answer to quality, low-cost dishwashing by

* Registered trade-mark

hand. Effective in hard or soft water, it is readily soluble and free-rinsing.

Suds but soapless **Wyandotte G.L.X.*** detarnishes silverware quickly and safely. It eliminates the necessity of polishing or rubbing.

Wyandotte Neosuds* produces clear, sparkling hand-washed glassware. Neosuds ignores hard water . . . makes oceans of suds . . . does away with hand toweling and water spots.

Wyandotte Steri-Chlor* provides

germicidal protection to dishes, glasses, silver and kitchen utensils when used as a rinse or spray *after* washing. Safe, easy to use, economical. Invaluable, too, as a germicidal hand rinse.

Why not ask your Wyandotte Representative for full information on these specialized Wyandotte Compounds? A telephone call will bring him.

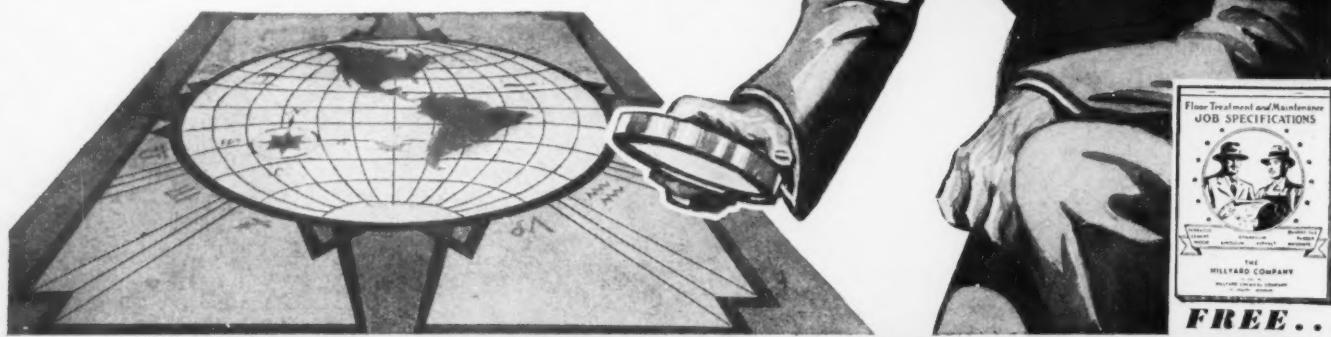
• *Trouble afoot?* Wyandotte Zorball absorbs grease from kitchen ranges—keeps floors dry and non-slip underfoot.

WYANDOTTE CHEMICALS CORPORATION
WYANDOTTE, MICHIGAN • SERVICE REPRESENTATIVES IN 88 CITIES

 **Wyandotte**
REG. U. S. PAT. OFF.

You can AVOID Floor Worries!

- ★ Safe Super SHINE-ALL cleans all types of floors and other surfaces . . . cuts labor costs, not being a soap it does not have to be rinsed.
- ★ Super HIL-BRITE self polishing carnauba wax dries bright quickly, without discoloring, needs no buffing, rubbing or polishing.
- ★ Hillyard's Wood Primer is a penetrative seal, also a primer for subsequent coats of finish, waxes or dressings, it waterproofs wood floors. Hillyard products prevent breaking down of the cell structure through decay and rot caused by the absorption of water, grease, oil and dirt.
- ★ There is a Hillyard Floor Treatment Maintainer in your locality, write or wire us today for his services. His advice and recommendations on any floor or sanitation problem are cheerfully given . . . and no obligation.



FREE . . .

HILLYARD SALES COMPANIES

470 Alabama St.
San Francisco 10, Calif. DISTRIBUTORS HILLYARD CHEMICAL CO. ST. JOSEPH, MO. BRANCHES IN PRINCIPAL CITIES

1947 BROADWAY.
NEW YORK 23, N. Y.

S E R V I C E

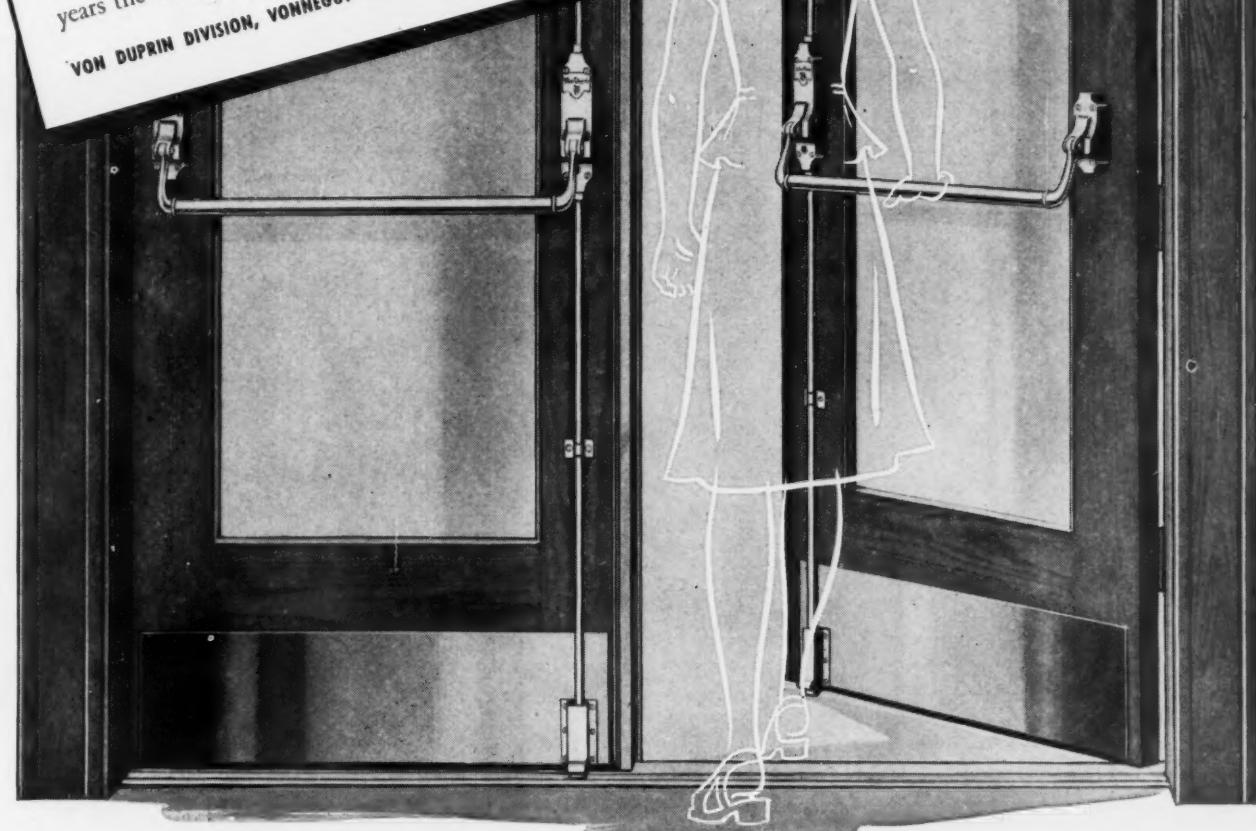
Just preceding the back cover in this and every issue — there's a detachable, postage prepaid card . . . to help you get product information on one or a dozen items with a minimum of effort and time. As you read the advertising pages and the descriptions in the "What's New" section, check the items that interest you . . . use the card. Sign it, mail it. The manufacturer of each item checked will be asked to send you complete details, no charge, no obligation.

THE NATION'S SCHOOLS

FOR HER CHILDREN'S GRANDCHILDREN

The drop-forged Von Duprin exit devices you install this year are built to last the life of the building... to serve all the generations that are to come, as long as the structure stands... to provide over all these years the safest, fastest, surest exit ever known.

VON DUPRIN DIVISION, VONNEGUT HARDWARE CO., INDIANAPOLIS



Von Duprin

TRADE MARK REG.

SELF-RELEASING FIRE AND PANIC EXIT DEVICES

Sonomaster

THE ULTIMATE
IN DUAL-SPEED
RECORD PLAYERS

PLUS FM



Plays standard 10 inch and 12 inch discs at 78 R.P.M. Plays transcriptions up to and including 16 inches, recorded at 33-1/3 R.P.M. Features include G. E. Variable Reluctance Pickup and FM Input, both available only with Sonomaster. Thousands of records available from numerous sources. Write today for Sonomaster literature.



Victor Animatograph Corporation

A Division of Curtiss-Wright Corporation
Dept. LS-7, Home Office and Factory: Davenport, Iowa
New York • Chicago • Distributors Throughout the World

FM—revolutionary to educational broadcasting—is now available with the Sonomaster. Included in this entirely new record player is an input, which, together with this FM Tuner, makes possible the pickup of FM broadcasts. Superior tone quality and static-free performance assured. The optional FM Tuner shown above is produced by Browning Laboratories, Inc. exclusively for Victor Animatograph Corporation.

ADVANCE
"Lowboy"

BUILT LOW ENOUGH
TO GET UNDER

CLEANER, SAFER FLOORS at lower Maintenance Cost

For scrubbing, steel wooling, waxing or polishing classroom, washroom, kitchen, lunchroom, gym and office floors and corridors, the beautifully streamlined new model ADVANCE "Lowboy" is your best buy. You'll get the work done easier, faster and better—at lower cost. No experienced help required. The "Lowboy" is made in 6 models to meet every need. Used for 20 years by hundreds of schools, hospitals, hotels, etc. Write or send coupon for full information.



ADVANCE "Lowboy" ELECTRIC FLOOR MACHINES

ADVANCE FLOOR MACHINE CO., 2615 S.E. 4th St., Minneapolis 14, Minn.
Send full information on ADVANCE "Lowboy."

Name _____
Street Address _____
City _____ State _____

HEYER★
Quality INKS



A test will prove... Heyer Inks improve the work of any stencil duplicator... give finest reproductions on both automatic or hand inked duplicators. Black and 7 colors.

Manufacturers of
the most complete line of
DUPLICATORS and SUPPLIES
for all
Stencil—Gelatin—Spirit duplicators

THE HEYER CORPORATION

1862 S. Kostner Ave.

Chicago, U.S.A.

WHEREVER

"WHEN"

IS A PROBLEM—

- When to Start
- When to Eat
- When to Stop
- When to Rest

YOU NEED A

Montgomery

Synchronous Program Clock



Montgomery Program Clocks will sound class room and playground signals on one to four separate circuits on any desired schedule up to as many as 24 signals every hour (2½ minute intervals). The signals are automatically silenced over week-ends by the automatic calendar switch included in every Montgomery Clock.

In addition, the Montgomery Program Clock makes a most attractive office timepiece with its modernistically designed, ivory-finished steel case and readily visible dial.

Montgomery Synchronous Program Clocks are available at Radio Parts Distributors and School Supply Houses. For complete Details, Specifications and Prices, Write—

MONTGOMERY MANUFACTURING COMPANY

551 WEST WASHINGTON BOULEVARD CHICAGO 6, ILLINOIS

(Factory: Owensville, Indiana)

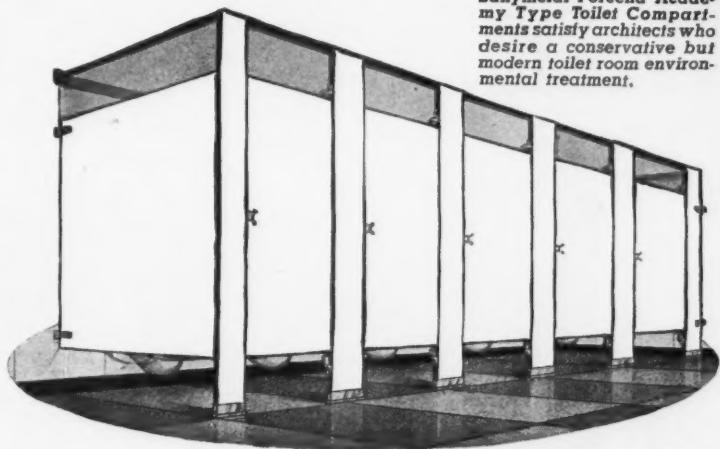
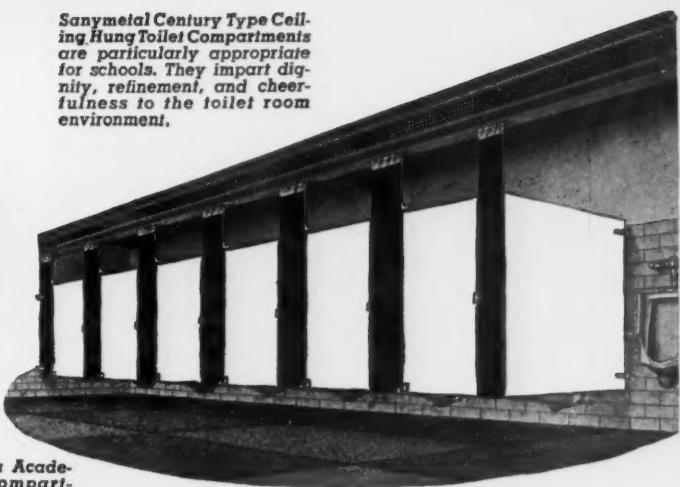
*Sanymetal**

"PORCENA"

(Porcelain on Steel) TOILET COMPARTMENTS

possess the natural structural strength of steel, not one sheet, but two 16-gauge sheets securely bonded on opposite sides of dense insulating core, strengthened by porcelain enamel (four layers on each sheet) which provides a non-porous, flint-hard, glass-smooth surface that is positively impervious to odors, acids and moisture.

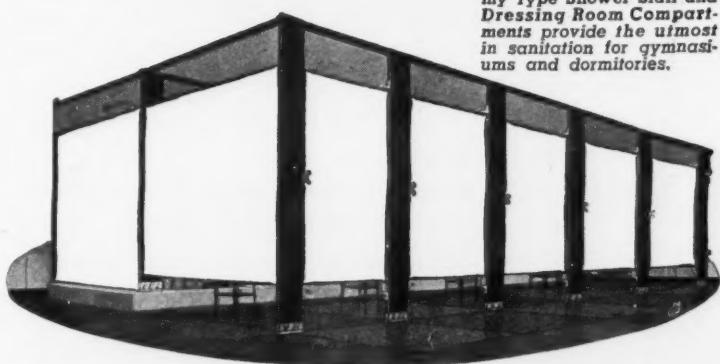
Sanymetal Century Type Ceiling Hung Toilet Compartments are particularly appropriate for schools. They impart dignity, refinement, and cheerfulness to the toilet room environment.



Sanymetal Porcena Academy Type Toilet Compartments satisfy architects who desire a conservative but modern toilet room environmental treatment.



Sanymetal Porcena Normandie Type Toilet Compartments impart a moderately streamlined effect to a toilet room environment. Streamlined design wedded to utility fulfills all requirements.



Sanymetal Porcena Academy Type Shower Stall and Dressing Room Compartments provide the utmost in sanitation for gymnasiums and dormitories.

The "Silent Teacher" of Health and Cleanliness

• • • • is a toilet room that provides the utmost sanitation combined with convenience and an environment that lifts the mental attitude instead of depressing it. Who can say that the environment is less important than the plumbing?

Sanymetal "PORCENA" (Porcelain on Steel) Toilet Compartments help develop habits of health, cleanliness and respect in growing school children.

And it's so easy to improve your toilet room environment. Usually, your present plumbing fixtures need not be disturbed. In many instances, all that is needed is the simple installation of Sanymetal "PORCENA" (Porcelain on Steel) Toilet Compartments—glass-smooth, rust-proof, impervious to odors, moisture, ordinary acids, and having never-fade colors deeply imbedded in a flint-hard surface that discourages pencil marks and scratches, is easy and quick to clean, and eliminates expensive periodic repairs and repainting.

Ask the Sanymetal Representative in your vicinity (see "Partitions" in your phone book) for complete information. Write for file copy of Catalog No. 85.

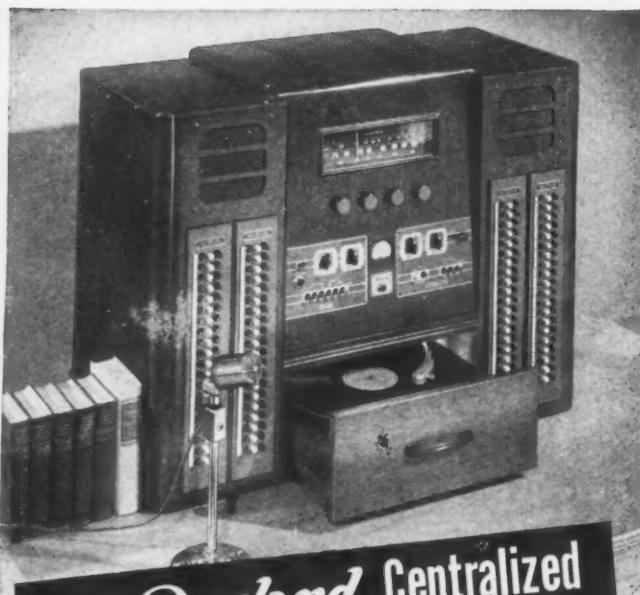
THE SANYMETAL PRODUCTS COMPANY, INC.
1693 URBANA ROAD • CLEVELAND 12, OHIO

Sanymetal Catalog 85 illustrates several typical toilet room environments as well as shower stall and dressing room suggestions.



Sanymetal
*Trade Mark Reg. U. S. Pat. Off.

**TOILET COMPARTMENTS,
SHOWER STALLS AND
DRESSING ROOMS**



**new Rauland Centralized
S81 Radio-Sound System**
Offers Complete Program Facilities

DESIGNED TO REMAIN MODERN FOR YEARS

The new RAULAND S 81 Centralized School Sound System provides complete audio facilities (Radio, Phonograph and Microphone) to serve the modern school as a splendid educational and administrative tool. Here is the means for achieving instant, versatile, complete coverage of your entire school plant. From a single central point you can control, guide, and stay constantly in touch with all activities. And for all its versatility and quality, the RAULAND DeLuxe Desk Type Centralized System is priced within the budget of the average school . . .

Make sure your Sound System will have these features...

- Distributes radio, phonograph or microphone programs to any selected rooms or to all rooms. Has capacity for serving up to 80 rooms, with selective switch for each.
- FM-AM Radio. Covers both AM (Standard Broadcast) and new FM band (including civic educational frequencies).
- Dual-Speed Transcription Type Phonograph. Plays records of all sizes, including 16-inch educational transcriptions.
- Permits distribution of microphone program from central cabinet as well as any other desired location.
- Independent two-way intercommunication between central control desk and any desired room.
- Powerful paging coverage. Emergency Call feature.
- Economical installation—uses new balanced line wiring to speakers; no wire shielding is required.

The RAULAND S 81 System offers unusual flexibility of design, superb tone quality, and trouble-free dependability. Let us show you, without obligation, how RAULAND Centralized Sound can integrate the activities and enhance the educational program of your school. Write us today.

THE RAULAND CORPORATION
4243 N. KNOX AVE., CHICAGO 41, ILLINOIS

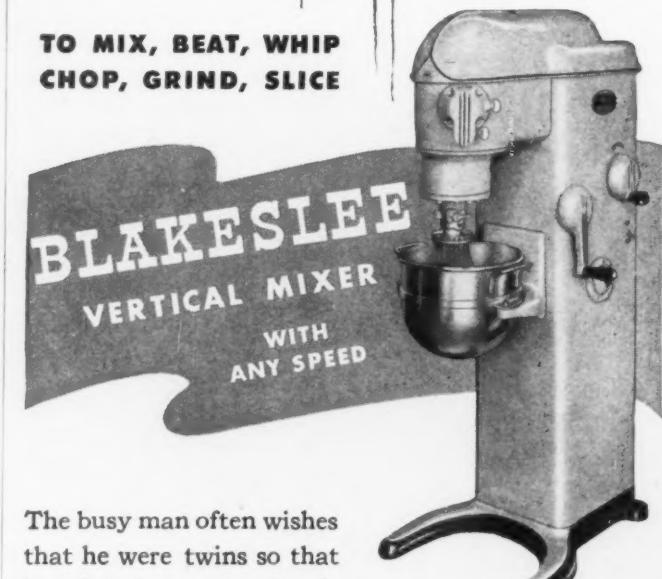
Rauland

RADIO • SOUND • TELEVISION • RADAR • COMMUNICATIONS



**TO MIX, BEAT, WHIP
CHOP, GRIND, SLICE**

BLAKESLEE
VERTICAL MIXER
**WITH
ANY SPEED**



The busy man often wishes that he were twins so that he might have extra hands to get his work done more quickly. . . . A Blakeslee Vertical mixer is the answer. It speeds up every operation in the preparation of the menu from the soup and salad to the dessert and coffee.

The planetary action of the beater shaft assures complete, smooth mixing. The exclusive variable speed drive enables you to change to any desired speed from 109 to 318 R.P.M. by a simple turn of the speed dial without stopping the beater. Less gears and fewer moving parts are assurance of long life and trouble-free operation. Investigate now the many advantages offered by the new, streamlined Blakeslee Vertical Mixers.

Since 1880
BLAKESLEE
BUILT
KITCHEN MACHINES
DISHWASHERS • PEELERS • MIXERS
G. S. BLAKESLEE & CO., Main Office: CICERO STA., CHICAGO 50,
NEW YORK, N. Y. TORONTO, ONT.

for PERFORMANCE
PERMANENCE
PRICE...
**Presto is
Preferred**



The Presto Orange Label Disc is the first choice with teachers because of its fidelity and long life. It's the first choice with treasurers because of its extremely low price.

PRESTO

RECORDING CORPORATION • 242 WEST 55TH STREET • NEW YORK 19, N. Y.

Walter P. Downs, Ltd., in Canada

World's Largest Manufacturer of Instantaneous Sound Recording Equipment & Discs

NEW-Cram's Simplified Political Maps

MAKE GEOGRAPHY EASIER TO LEARN
... AND EASIER TO TEACH

THE SET INCLUDES:

U.S.A.
NORTH AMERICA
SOUTH AMERICA
EUROPE
ASIA
AFRICA
MERCATOR WORLD

These new Cram maps are free of much of the detail which is so confusing to students—especially beginners and intermediates. Railroad lines, steamship lines, contour mountain lines and much other detail are eliminated. Country boundaries are shown by attractive contrasting colors. Only principal cities are shown.

This simplification makes geography easier to learn—and easier to teach. These simplified maps are a wonderful help to teachers—saving time and unnecessary work in preparation as well as in the class room. Pupils are more interested because they can understand what they see.

The maps are large scale, 51" wide, and hand mounted on best grade map muslin. Prices—with markable, washable surface:

Sticks top and bottom..... \$10.00
Portable backboard with dustproof cover..... \$14.00
Straight roll back rod with dustproof cover..... \$14.00

Let us send you one of these new, improved maps. If not exactly as represented, return it within 10 days at our expense. Send for new Catalog 81.

THE GEORGE F. CRAM COMPANY, INC.
730 E. Washington St. Indianapolis 7, Ind.

FREE!



ALLIED'S NEW RADIO CATALOG

*Everything in Radio
for the School*

**RADIO
TRAINING
KIT!**

An ideal AC-DC Superhet receiver kit designed especially for radio classroom projects. Features: loop antenna; dual-purpose tubes; AVC; inverse feedback; 5" PM speaker; slide-rule dial. Tunes 550 to 1600 KC. Complete with 4 tubes and rectifier, punched chassis, all parts—with detailed 4-page instruction book. Highest quality components. Size, 7 x 7 3/4 x 11". For 105-125 v. AC or DC. \$3-224. Net, only

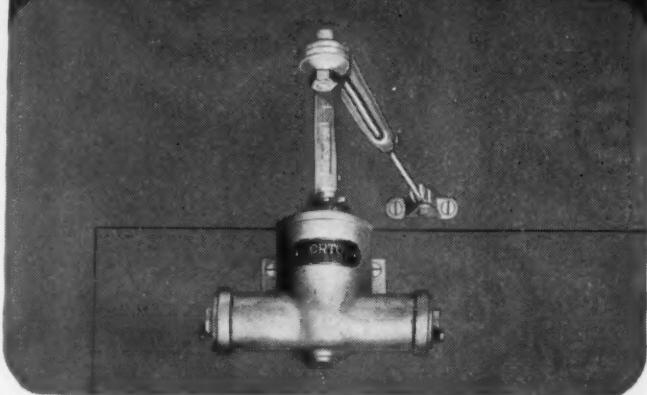
**ALLIED RADIO CORP., Dept. 61-C-8
833 W. Jackson Blvd., Chicago 7, Ill.**

Send FREE 172-Page Catalog
 Send Kit No. 83-224
 Send 6 Books No. 37-799. \$..... enclosed

Name..... Title.....
School.....
Address.....

**ALLIED
RADIO**

The Oldest Name in Door Closers



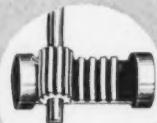
NORTON DOOR CLOSERS

**Built Up to an Exact Standard
Not Down to a Cut Price**

NORTON

NORTON DOOR CLOSER COMPANY

Division of The Yale & Towne Mfg. Co.
2900 N. Western Ave., Chicago 18, Ill.



Steel Precision Rack and Pinion

SHOP TEXTS

GENERAL SHOP WOODWORKING

Hand woodworking for beginners. Step-by-step instruction. Many valuable drawings. Contains valuable related and occupational information. 25 projects. By Fryklund & LaBerge..... \$1.00

GENERAL SHOP METALWORK

Unit organization of elementary bench metal, sheet metal, art metal and ornamental metal. Step-by-step procedures for many projects included. Provides enough material for a unit course. By Dragoo & Reed..... \$1.00

GENERAL SHOP ELECTRICITY

Beginner's text in practical electricity. Written in short teaching units. Covers wiring, diagrams, circuit layouts, standard electrical connections, safety rules, standard practices and newly added material on radio. By Dragoo and Dragoo..... \$1.00

GENERAL DRAFTING

Year's course in beginning drafting. Clear instruction on drafting fundamentals—lettering, ruling, spacing, etc., as well as standard drafting principles. Many problems presented—electrical, radio, architectural, sheet metal, etc. By Fryklund & Kepler..... \$1.00

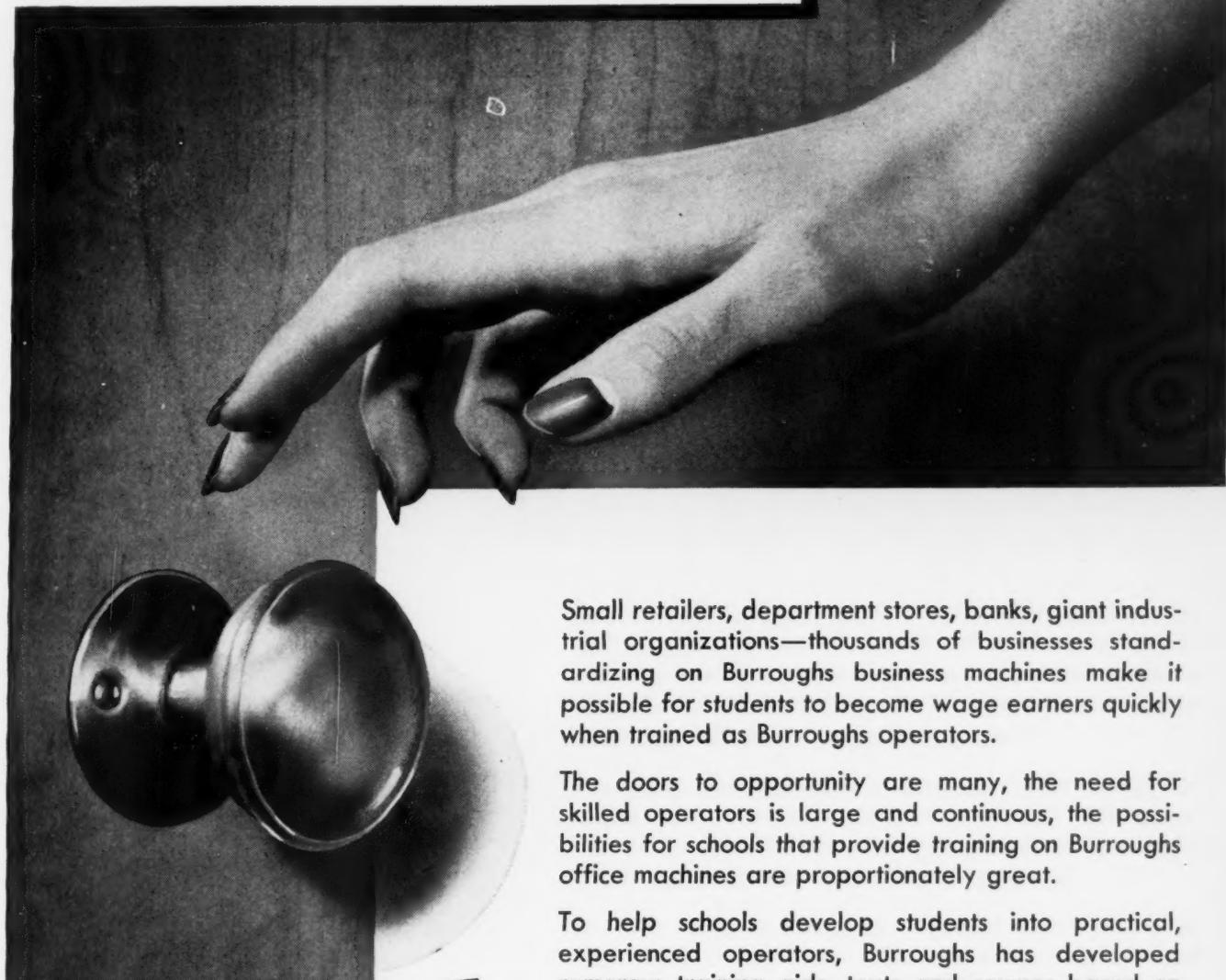
GENERAL PRINTING

A book of unusual merit for beginners. It simplifies the instruction on the basic fundamentals by many illustrations of difficult operations. Shows relation of printing to every-day life. By Cleeton & Pitkin..... \$1.00

McKNIGHT & McKNIGHT
Bloomington, Illinois

OPEN DOORS

TO JOB OPPORTUNITIES



1st
Burroughs

IN MACHINES
IN COUNSEL
IN SERVICE

Small retailers, department stores, banks, giant industrial organizations—thousands of businesses standardizing on Burroughs business machines make it possible for students to become wage earners quickly when trained as Burroughs operators.

The doors to opportunity are many, the need for skilled operators is large and continuous, the possibilities for schools that provide training on Burroughs office machines are proportionately great.

To help schools develop students into practical, experienced operators, Burroughs has developed numerous training aids, texts and courses based on actual practice in business machine operations throughout banking, business and industry. These training aids can help simplify student training and make it more effective.

For information just phone the nearest Burroughs office, or write direct to the Educational Division, Burroughs Adding Machine Company, Detroit 32.

FIGURING, ACCOUNTING AND STATISTICAL MACHINES • NATIONWIDE MAINTENANCE SERVICE • BUSINESS MACHINE SUPPLIES



Everybody's Pointing To Hotpoint



"Hotpoint Equipment Saved \$2760 Last Year"

John Barnes, Head Chef, Read House, Chattanooga



Read House Kitchen, showing modern Hotpoint equipment

Chattanooga's Read House makes spectacular savings in meat shrinkage and fuel with Hotpoint kitchen

SPEED and better handling of food were sought by the Read House, Chattanooga, when it electrified both its main and coffee shop kitchens last January. But the Hotpoint Electric Cooking Equipment installed did better than that. Steadily each month the Read House has been saving a total of \$230—divided between fuel cost and reduction in meat shrinkage—an overall saving of \$2760 for 12 months.

Schools find that Hotpoint Commercial Cooking Equipment not only means better, more nutritious meals, but also pays for itself many times over. *Discover* for yourself how Hotpoint brings you 7 big savings every day of the week!

START PLANNING A HOTPOINT KITCHEN TODAY!

Hotpoint
HOTPOINT INC. A GENERAL ELECTRIC AFFILIATE

Save 7 Ways
Every Day With Hotpoint!

1. **Saves Food Flavors** — conserves maximum of natural juices, gives uniform results.
2. **Cuts Food Costs** — reduces meat shrinkage, saves up to 60% on consumption of fat.
3. **Cuts Labor Costs** — saves hours for cook, saves on cleaning and scouring, too.
4. **Lasts Twice as Long** — Independent study shows depreciation rate is cut in half.
5. **Cuts Maintenance Costs** — Analysis shows annual costs average 1—1½% of investment for Hotpoint, 2—5% for most flame types.
6. **Saves Kitchen Space** — compact, easy to install in any arrangement without regard to chimneys.
7. **More Efficient** — Independent tests by a Mid-western university show Hotpoint equipment is 2.68 times more efficient than flame types.

COMMERCIAL ELECTRIC COOKING EQUIPMENT

Maker of the World's First Custom-Matched Counter Kitchens

Sold through leading kitchen equipment distributors
Hotpoint Inc., 5696 West Taylor Street, Chicago 44, Illinois

PIONEER AND PACE MAKER — 44 YEARS OF QUALITY

What's New FOR SCHOOLS

MARCH 1948

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 128. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your request to the manufacturer. If you wish other product information, just write us and we shall make every effort to supply it.

Pierce Road-Speed Governor

The Pierce Road-Speed Governor is a new type of vehicle miles-per-hour speed control. It is particularly well adapted for school buses since it is designed to provide positive restriction of vehicle speed without any restriction of power or performance. Thus full power is allowed for starting heavy loads, pulling through soft and rutted roads, operating on hills and the like.

Centrifugally actuated, the governor is driven from the speedometer gear on the vehicle propeller shaft rather than from the engine. Thus it regulates only with respect to the speed of the wheels, leaving the engine unrestricted at any road speed below the governed maximum. Performance of the vehicle at any speed below the governed maximum, is the same as that of an ungoverned vehicle. The governor is fully enclosed and may be sealed so as to be completely tamperproof. Installation can be made on any standard automotive engine by any competent auto mechanic. The Pierce Governor Co., Inc., Dept. NS, Anderson, Ind. (Key No. 978)

Redesigned Package

The No. 1907 Prang Textile Color Kit is now being offered in a completely redesigned package providing a more compact unit. Less bulky, the new package is easier to carry and easier to work with, takes up less room and simplifies handling. The kit has the same complete contents as the old package, containing everything needed for stenciling fabrics. The American Crayon Co., Dept. NS, Sandusky, Ohio. (Key No. 979)

Basic Record Library

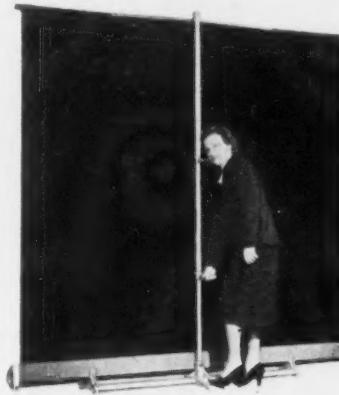
The RCA Victor Basic Record Library, combining in one package phonograph records and incorporated teaching notes and consisting of 21 albums, may now be purchased by schools by individual albums as well as in the complete set. This will enable school systems to make purchases of the albums to meet their specific grade requirements.

The Library consists of newly recorded albums expressly designed for ele-

mentary school use. It is planned for two broad levels, the primary and the upper grades, and includes such broad classifications as listening, rhythms, singing, toy bands, Christmas, singing games, Indians and other topics which are supplemented by complete teaching suggestions for each of the 370 compositions in the library. Radio Corporation of America, RCA Victor Division, Dept. NS, Camden, N. J. (Key No. 980)

Da-Lite Model C Floor Stand

The new Da-Lite Model C Floor Stand for the Da-Lite Model C Screen is designed for quick placement on platform, assembly hall rostrum or stage without tripod or hanging the screen from wall or ceiling. The Model C Floor



Stand can be assembled in less than five minutes and one person can erect even a 9 by 12 foot screen with ease and with no risk of injury to screen or operator.

The stand is completely collapsible and easily portable. It is made of light weight aluminum, weighing only 18 pounds, with the longest piece only 5 feet. After setting the Model C Screen in the stand case brackets, the hanger loop is hooked on the extension rod and the screen is raised to first, then second position, ready for projection.

The stand is available in sizes to accommodate all Model C rectangular screens 6 by 8 feet to 9 by 12 feet and all square sizes up to and including 10 feet. Da-Lite Screen Co., Inc., Dept. NS, 2711 N. Pulaski Rd., Chicago 39. (Key No. 981)

Gas or Kerosene Slide Projector

Schools which do not have electricity available for visual education equipment will be interested in the new slide projector which has been developed at the request of the Visual Education Section of the U. S. Office of Education, Federal Security Agency. The illuminant in the new projector is a standard Coleman mantle lamp operating with either gasoline or kerosene. One filling of the lamp with fuel will operate the Welsbach burner for 1½ hours and the optical system is designed to produce the maximum in satisfactory screen images.

The Beseler gas or kerosene slide projector is well ventilated. It is equipped with self-contained elevating legs, access doors for the manipulation of the burner and a heat insulated carrying handle. The projector is so designed that the lamp may be withdrawn from the equipment and used for general lighting. Lantern slides, either colored or uncolored, can be used in the equipment and a 2 by 2 inch film adapter can be applied to this projector to provide for all types of slides and strip film projection. Charles Beseler Co., Dept. NS, 243 E. 23rd St., New York 10. (Key No. 982)

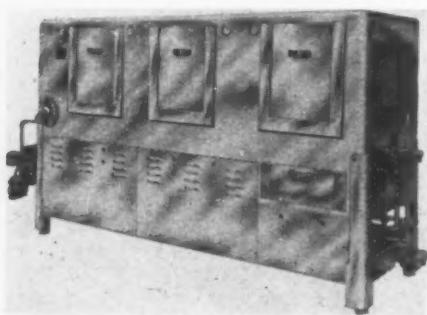
"Packaged" Theater Dimmer

Lighting control for auditoriums and little theaters is now available in a unit known as the "Packaged" Powerstat Dimmer. It is a compact, economical unit for lighting control offering three individual continuously adjustable auto-transformer type dimmers. It is contained in an attractive, black wrinkled finish self-contained cabinet with the mechanical means of interlocking each unit to a master control for group operation. Rapid changes in intensity are achieved through lever action. Control of the load through voltage variation permits dimming from full-on to black-out regardless of the number of lamps in operation. A negligible amount of heat is generated, thus maintaining a low operating temperature. The efficiency of the unit results in power savings. The Superior Electric Co., Dept. NS, 2076 Hannon Ave., Bristol, Conn. (Key No. 983)

Colt Autosan R-100 Machine

The new Autosan R-100 dishwashing and sanitizing machine has a built-in soil removing section which operates as an integral part of the machine. Sixteen spray nozzles, eight above and eight below the conveyor, operate automatically to preflush soiled dishes with a luke-warm shower. Heavy soil is thus swept into the deep drawer-type scrap tray from which it passes into the waste line, thus leaving practically nothing to contaminate the wash solution. Soil is easily removed from the scrap tray by means of a sliding door at the front of the hood.

A built-in automatic start and stop mechanism on the heavier conveyor prevents damage in case of obstruction. Individual motor and pump units for wash and rinse tanks are mounted each on a single pedestal base, a magnetic switch is provided for control of each motor and provision is made for free circulation of air to keep motors cool. Other improvements in the new model R-100 include welded hood and tank, dial-type temperature gauges for each operation, tanks individually heated with



separate steam injector and valve and a removable end plate to facilitate cleaning. **Colt's Manufacturing Co., Dept. NS, Hartford 15, Conn.** (Key No. 984)

"Aids-to-Reading"

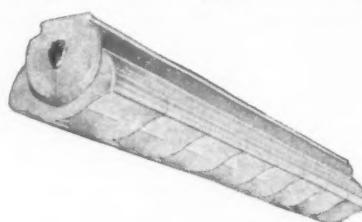
The Dolch "Aids-to-Reading" set has been completed with the publication of "Phonic-Lotto" and the booklet, "Helping Your Child with Reading." The complete set, now available, consists of seven items designed to help teach reading to the average child and assist in improving retarded readers.

Developed by Professor Edward W. Dolch, College of Education, University of Illinois, the set is designed for classroom use as well as individual instruction and, in addition to the final items listed above, contains a "Readiness for Reading" book, picture word cards, group sounding game, group word teaching game, basic sight cards and word tests and better spelling and reading manuals. The material is designed for pre-school through fourth grade or later. **The Garrard Press, Dept. NS, Champaign, Ill.** (Key No. 985)

Arrowhead Lighting Unit

The new "Arrowhead" lighting unit has all plastic louvering with controlled brightness without contrast, with over-all brightness eliminating too dark or too bright areas. The low surface brightness equals about one candlepower per square inch on the sides.

The rigid, all plastic louvers are self-locking and non-warping and are easily



removed or attached for simple, quick maintenance. The color and design make the unit attractive and it does not warp, sag or otherwise distort in service. Ballast is enclosed in a steel channel. The new unit is designed to exceed school specifications in its delivery of even, low brightness. **HOLDENline Company, Dept. NS, 2301 Scranton Rd., Cleveland 13, Ohio.** (Key No. 986)

Paging and Intercom System

The new IM-3 paging and intercom system has been developed by the Stromberg-Carlson Company for quick communication between selected areas and a control center where the return message is private. The master unit can direct outgoing messages to any one or all of three areas and controls the volume both ways. A key on the telephone base controls the transmission and reception of messages. Incoming messages are sent by speaking directly into any one of the reproducers located in the areas addressed.

The unit could well serve for prompt and efficient communication between the school office and the engineer, the cafeteria kitchen, the bus loading area, the playground and other locations.



Power for the master unit is derived from a remotely located amplifier which it controls. The unit is compact, built into a telephone instrument base and handset. It may be connected with any number, size or type of loud-speakers to cover large or small areas. Control is provided for three independent speaker circuits and an all-call position. **Stromberg-Carlson Co., Dept. NS, Rochester 3, N. Y.** (Key No. 987)

Program Timer

A new low-priced program timer, which can be set to sound a bell or other signal at 15 minute intervals, has been announced. Known as the Zenith P-15-24, the unit can be automatically set in a moment by turning the minute hand, as with an ordinary clock, and circuit closure will give signal of from 2 to 60 seconds duration as desired. It can be used for any timing needs. **Zenith Electric Co., Dept. NS, 152 W. Walton St., Chicago 10.** (Key No. 988)

All-Service Can

The new Lawson 200 All-Service Can is suitable for waste disposal or for food or other storage. The mushroom type cover prevents the escape of odors and also closes the can tightly enough to make it suitable for storage purposes.

The can has a drawn rounded bottom and all welded seams which provide smooth edges inside for easy cleaning. Both can and cover are sturdily constructed for long, hard wear and the



large rolled rim at the top gives added strength. A welded on, rounded steel ring at the bottom acts as a floor-protecting skid.

Made of 18 gauge black steel, dip galvanized, the can is available with or without cover. It is 24 inches high, without cover, and 18 inches in diameter. **The F. W. Lawson Co., Dept. NS, Cincinnati 4, Ohio.** (Key No. 989)

Skid-less Floor Enamel

The new Rubber-Coat Skid-less Floor Enamel is a 50 per cent rubber-based, one hour drying enamel. Designed especially for heavy traffic conditions found in schools and other institutions, the new enamel is resistant to accidental spillage of alcohol, gasoline and most chemicals, is skid resistant, resists wear due to cleaning and costs less than one cent per square foot. The product is supplied in 8 attractive colors plus black and white. **The Wilbur & Williams Co., Dept. NS, Greenleaf and Leon Sts., Boston 15, Mass.** (Key No. 990)

Precision Drill Press

For the first time, the South Bend Lathe Works has announced the development of a drill press. The new 14 inch precision drill press is the result of years of careful research, testing and improvement and is manufactured with the same care and engineering precision as the lathes produced by this company. The new press is available in both bench and floor model, each having a capacity to drill $\frac{1}{2}$ inch in iron or steel at the center of a 14 inch circle.

The new design offers original features for added convenience and ease of operation. A built-in light with independent switch provides shielded illumination for the work area, a quick-acting belt tension release lever simplifies changing the spindle speeds and returns the vertical mounted motor to its original position after each change. The spindle has a maximum travel of 4 inches, the free-floating spindle design prevents misalignment, side thrust and whip, and the depth gauge is graduated in sixteenths of an inch. The bench model has $35\frac{1}{2}$ inch over-all height and the floor model $65\frac{1}{2}$ inch over-all height. **South Bend Lathe Works, Dept. NS, South Bend 22, Ind.** (Key No. 991)

All-Plastic T-Square

The redesigned all-plastic T-Square features edges of absolute accuracy and flat surfaces that allow a snug fit on top and sides of the drawing board. The plastic is completely transparent to permit an unhampered view of subject matter at all times. The new model has recessed head which reduces the number of rivets normally used, yet gives greater rigidity. Made of Monsanto Lustron, the plastic will not cloud and is easily washed. It is available in 15, 18, 23, 30, 36, 42 and 48 inch sizes and in other sizes on special order. It is light in weight and easy to handle. **C-Thru Ruler Co., Dept. NS, 827 Windsor St., Hartford 2, Conn.** (Key No. 992)

Paratex Wall Coating

Paratex Wall Coating is a rubber base paint which is designed for use on all types of walls and ceilings with no priming coat required. It is a self-sealing flat finish which is easily applied and gives a smooth surface over painted or unpainted areas, over wall board, brick, concrete, plaster, paints or wallpaper. It may be applied by brush, roller or spray and covers checks, crack lines or patch marks. It is alkali-proof and gives a smooth, soft-toned, uniform finish on walls or woodwork. **Truscon Laboratories, Dept. NS, Caniff & G.T.R.R., Detroit 11, Mich.** (Key No. 993)

Product Literature

- The school administrator and those directly responsible for the home making departments in the school system, both supervisors and teachers, will be interested in the booklet, "The Buying and Care of Sheets and Pillow Cases," issued by Cannon Mills, Inc., 70 Worth St., New York 13. With the booklet are included three wall charts, 22 by 34 inches in size, entitled "Sheets and Pillow Cases are of Two Kinds," "How to Buy the Right Size Sheet" and "Buying Guide for Sheets." The material may be had in quantities for teaching purposes. (Key No. 994)
- "Maps & Globes for Schools" is the title of Catalog MG. 48 issued by Weber Costello Co., Chicago Heights, Ill. This very complete listing of maps and their accessories and globes with stands is fully illustrated, some pages in full color, and describes maps and globes for social studies, political-physical maps, polar projection world chart, semi-contour maps and globes, illustrated American history maps, world history maps, panel maps, state maps and other items in this company's complete line. (Key No. 995)
- Interesting information on the history of china making in the United States is given in a booklet compiled by the Vitrified China Association, Inc., 1019 Shoreham Bldg., Washington 5, D. C., entitled "American Vitrified China." A two page spread illustrates examples of fine American made china. Other details covered in the booklet include the complete story of making fine china, how to care for china and how to distinguish china from other wares. The material was prepared with the cooperation of the leading American manufacturers of vitrified china and should prove of value as teaching material in home making classes. (Key No. 996)
- The fourth annual edition of "Elementary Teachers Guide to Free Curriculum Materials" is now available through Educators Progress Service, Randolph, Wis., at a price of \$4.50. Reprints of a new article entitled "Free Curriculum Materials for the Learners and the Teachers" by Dr. John Guy Fowlkes is available free. (Key No. 997)
- "Water Hammer—Its Cause and Cure" is the title of a 6 page booklet issued by Wade Mfg. Co., Elgin, Ill. Condensed facts, gathered from years of water hammer study by Wade engineers, are presented in easily understood language and the Wade Sealed Air Chamber as a solution to this problem is described. Also included are Selector Tables and Pressure Flow Charts for the use of architects, engineers and maintenance department heads. (Key No. 998)
- An attractive file folder type of booklet has been prepared by Geo. McArthur & Sons, Baraboo, Wis., to describe and illustrate "McArthur Gym Towels Serving Schools the Country Over." A complete plan book for institutional towel departments, the material included illustrates the ease and advantages of setting up a school towel system, five plans to assist in developing a towel system, how to figure towel costs for five years, and contains swatches showing the superior quality turkish towels manufactured by this company. (Key No. 999)
- An attractive booklet, "Preview, Best Universal Locks," gives information on these locks and lists the advantages of their use. Data on the interchangeable core, the control key, the complete keying system and descriptive details are included in this booklet issued by Best Universal Lock Co., Inc., Indianapolis, Ind. (Key No. 1000)
- Full descriptive information on Williams Reversible Window Equipment, double hung and plank frame types, is given in a catalog prepared by The Williams Pivot Sash Co., 1827 E. 37th St., Cleveland 14, Ohio. The advantages of these windows, which can be washed on both sides from the inside, tilted for overhead ventilation and turned at right angles to the window frame to give 100 per cent opening, are discussed, together with specific information on their use in schools with some typical school installations pictured and listed. (Key No. 1001)
- Full information on the new Victor "Lite-Weight" 16 mm. sound motion picture projector is given in a series of leaflets issued by Victor Animatograph Corp., Davenport, Iowa. Details of the small size, light weight, sound fidelity and picture brilliance of this new unit, which is housed in one case, are presented in text and picture. (Key No. 1002)
- Complete data on all "Gold Bond Sound Control Products" are given in a catalog recently issued by National Gypsum Co., Buffalo 2, N. Y. Specifications, uses and general data on Econacoustic, Acoustifibre, Acoustex, Acoustimetal, Acoustimetal-B, Sprayed "Limpet" Asbestos and "Macoustic" Acoustical Plaster are given. (Key No. 1003)
- The new Webster System Radiation is fully described and illustrated in an attractive booklet recently issued by Warren Webster & Co., Camden, N. J. Illustrations showing the types of enclosures available and details of the mechanical features of the radiation are augmented by diagrammatic drawings and specifications together with rated capacities of the various units. (Key No. 1004)

• An attractive 24 by 18 inch 2 color poster has been developed by Superior Coach Corporation, Lima, Ohio, on the subject, "Ten Rules for School Bus Safety." Designed for school children riding buses to and from school, the poster is available for display on school bulletin boards. Each of the 10 safety rules is illustrated by a humorous cartoon with brief information to clarify and amplify it. The general theme of the poster is based on the statement, "It's smart not to get hurt." (Key No. 1005)

• School Service Bulletin No. 1, written by C. R. Crakes, Educational Consultant, and entitled "Suggested Bibliography on the Use of Motion Pictures in Education," has been completely revised. The new edition mentions 33 books, periodicals and manuals for the audio-visual field. The bulletin is published by the Educational Dept., DeVry Corp., 1111 Armitage Ave., Chicago 14. (Key No. 1006)

• "Selected References on Audio-Visual Education and Training" are given in a booklet compiled by Eastman Kodak Co., Rochester 4, N. Y. The booklet lists most of the significant articles and books concerned with the production and utilization of photographic audio-visual aids which have been written since 1940 with a few of earlier origin. Also available from the same manufacturer is a leaflet giving "Some Sources of Educational 2 by 2 inch Slides." (Key No. 1007)

• "Accent on Health!" is the title of a folder prepared by the Holden Patent Book Cover Co., Springfield, Mass., to describe the qualities and wearability of Holden Book Covers. The sanitary features of Holden Book Covers, which help keep school books clean, are stressed in the pamphlet. (Key No. 1008)

• A new leaflet has been issued by Schieber Manufacturing Co., 12720 Burt Rd., Detroit 23, Mich., giving detailed information on the Schieber In-Wall Folding Tables and Benches as well as the new Against-the-Wall unit developed by this company for installation in already existing buildings. Actual installations are shown in the illustrations and a list of schools which have installed this system, which makes it unnecessary to set aside a special room for school lunchtime use, is given. (Key No. 1009)

• "Magic Payroll Figures" is the title of a brochure issued by the National Cash Register Co., Dayton, Ohio, to describe the National Payroll Machine. With this machine five records are printed as a unit with one operation, five balances are printed on each employee's pay statement and the brochure lists five economies resulting from its use. (Key No. 1010)

"A Payroll System Designed Especially for Schools" is the title of a booklet published by Doubleday Bros. & Co., 241 E. Michigan Ave., Kalamazoo 3, Mich. The booklet gives descriptive information on the payroll journal, the individual earnings ledger, the payroll check and payroll system prices which is supplemented with sample forms used in this simplified and helpful system designed for smaller schools with 50 to 150 teachers. (Key No. 1011)

Film Releases

"Learning Democracy Through School Community Projects," 16 mm. sound, color. Audio Visual Aids Center, University of Michigan, Ann Arbor, Mich. (Key No. 1012)

"The World Is Rich," 43 min., sound. Brandon Films, Inc., 1600 Broadway, New York 19. (Key No. 1013)

"Coal Crisis," 2 reels, 22 min., 16 mm. sound; "The Cumberland Story," 5 reels, 46 min., 16 mm. sound; "Pattern for Peace—Charter of the United Nations," 2 reels, 15 min., 16 mm. British Information Services, 30 Rockefeller Plaza, New York 20. (Key No. 1014)

"Powers of Congress," "Mammals of the Countryside," "Ready to Type," "Building Typing Skill," "England: Background of Literature" and "Scotland: Background of Literature," 1 reel, sound, 16 mm., color or black and white. Coronet Instructional Films, Coronet Bldg., Chicago 1. (Key No. 1015)

"Drawing With Pencil," 16 mm., 1 reel, black and white, sound and "Using Numbers," series of slidefilms, 16 lessons. Encyclopaedia Britannica Films Inc., 1150 Wilmette Ave., Wilmette, Ill. (Key No. 1016)

"The Marshall Plan" and "The Challenge of World Trade," 35 mm. filmstrips. Film Publishers, Inc., 25 Broad St., New York 4. (Key No. 1017)

"Cyrano de Bergerac," with Walter Hampden, 16 mm. sound, 1 reel. Library Films Inc., 25 W. 45th St., New York 19. (Key No. 1018)

"Championship Basketball," 8 and 16 mm. feature lengths and 16 mm. sound. Official Films, Inc., 25 W. 45th St., New York 19. (Key No. 1019)

"Primary Arithmetic," color Teach-O-Filmstrip and "Primary Arithmetic" and "North American Game Birds and Animals," color Teach-O-Slide. Audio-Visual Div., Popular Science Pub. Co., Inc., 353 Fourth Ave., New York 10. (Key No. 1020)

"Paris—City of Art" and "Journey to Provence," color motion pictures made in France, also "Glacier Park Studies," 22 min., color and sound. Simmel-Meservey, Inc., 321 S. Beverly Drive, Beverly Hills, Calif. (Key No. 1021)

"The Story of the Bees" and "Sprints," 2 reels each, also "Atomic Physics," 10 reels. United World Films, Inc., 445 Park Ave., New York 22. (Key No. 1022)

"Modern Guide to Health," "The 'Teen Numbers," "Sewing Fundamentals" and "Sewing-Slide Fasteners," all 1 reel, sound. Young America Films, Inc., 18 E. 41st St., New York 17. (Key No. 1023)

Suppliers' Plant News

D. Appleton-Century Company, Inc., 35 W. 32nd St., New York 1, announces the merger with F. S. Crofts & Co., Inc., to form the new firm of Appleton-Century-Crofts, Inc. The new company will maintain the offices heretofore occupied by the two former companies but eventually will be housed in one building. (Key No. 1024)

International Film Bureau Inc., 84 E. Randolph St., Chicago 1, announces the opening of a New York office at 15 Park Row, New York 7. The new office will handle sales of International Film Bureau releases in New England, Pennsylvania, New York and New Jersey and will maintain a specialized rental and preview library. (Key No. 1025)

The Jackson Dishwasher Co., 3703 E. 93rd St., Cleveland 5, Ohio, manufacturer of dishwashing machines, announces the opening of a sales and service office to serve the Illinois territory at 506 S. Wabash Ave., Chicago 5. (Key No. 1026)

Lily-Tulip Cup Corporation, 122 E. 42nd St., New York 17, announces the opening of its new southern factory in Augusta, Ga. The new, modern plant is designed to supply the demands of wholesalers and users in the South and Southeast. (Key No. 1027)

The March of Time, 369 Lexington Ave., New York 17, announces that prints of the March of Time Forum Edition, previously available only on a 3 year rental basis, will now be sold outright. The films were especially edited for school, college and discussion groups and number 35 subjects. (Key No. 1028)

Pittsburgh Corning Corp., 632 Duquesne Way, Pittsburgh 30, Pa., announces the opening of a new plant at Sedalia, Mo., for the production of glass blocks. (Key No. 1029)

INDEX TO PRODUCT INFORMATION & ADVERTISEMENTS

● INDEX TO "WHAT'S NEW"

(Pages 125-128)

Key

978 The Pierce Governor Co., Inc.
Pierce Road-Speed Governor

979 The American Crayon Co.
Redesigned Package

980 Radio Corporation of America
Basic Record Library

981 Da-Lite Screen Co., Inc.
Da-Lite Model C Floor Stand

982 Charles Bessler Co.
Gas or Kerosene Slide Projector

983 The Superior Electric Co.
"Packaged" Theater Dimmers

984 Colt's Manufacturing Co.
Colt Autoscan R-100 Dishwashing Machine

985 The Garrard Press
"Aids-to-Reading"

986 HOLDENline Company
Arrowhead Lighting Unit

987 Stromberg-Carlson Co.
Paging and Intercom System

988 Zenith Electric Co.
Program Timer

989 The F. W. Lawson Co.
Lawson 200 All-Service Can

990 The Wilbur & Williams Co.
Skid-less Floor Enamel

991 South Bend Lathe Works
Precision Drill Press

992 C-Thru Ruler Co.
All-Plastic T-Square

Key

993 Truscon Laboratories
Partitek Wall Coating

994 Cannon Mills Inc.
"The Buying and Care of Sheets"

995 Weber Costello Co.
"Maps & Globes for Schools"

996 Vitrified China Association, Inc.
"American Vitrified China"

997 Educators Progress Service
"Elementary Teachers Guide"

998 Wade Mfg. Co.
"Water Hammer—Its Cause and Cure"

999 Geo. McArthur & Sons
"McArthur Gym Towels Serving Schools"

1000 Best Universal Lock Co., Inc.
"Preview, Best Universal Locks"

1001 The Williams Pivot Sash Co.
Catalog

1002 Victor Animatograph Corp.
"Lite-Weight" Projector Literature

1003 National Gypsum Co.
"Gold Bond Sound Control Products"

1004 Warren Webster & Co.
Catalog

1005 Superior Coach Corporation
"Ten Rules for School Bus Safety"

1006 De Vry Corp.
School Service Bulletin No. 1

1007 Eastman Kodak Co.
"Selected References on Audio-Visual Education"

1008 Holden Patent Book Cover Co.
"Accent on Health!"

1009 Schieber Mfg. Co.
Literature

1010 National Cash Register Co.
"Magic Payroll Figures"

Key

1011 Doubleday Bros. & Co.
School Payroll System

1012 Audio Visual Aids Center
Film Release

1013 Brandon Films, Inc.
Film Release

1014 British Information Services
Film Release

1015 Coronet Instructional Films
Film Release

1016 Encyclopaedia Britannica Films, Inc.
Film Release

1017 Film Publishers, Inc.
Film Release

1018 Library Films Inc.
Film Release

1019 Official Films, Inc.
Film Release

1020 Popular Science Pub. Co., Inc.
Film Release

1021 Simmel-Meservey, Inc.
Film Release

1022 United World Films, Inc.
Film Release

1023 Young America Films, Inc.
Film Release

1024 Appleton-Century-Crofts, Inc.
Merger

1025 International Film Bureau Inc.
New York Office

1026 The Jackson Dishwasher Co.
Chicago Office

1027 Lily-Tulip Cup Corporation
Augusta, Georgia, Plant

1028 The March of Time
Selling Policy

1029 Pittsburgh Corning Corp.
Sedalia, Mo., Plant

INDEX CONTINUED ON FOLLOWING PAGE →

USE THIS
CARD

This card is detachable and is provided for your convenience in obtaining information on all items advertised in this issue or described in the "What's New" Section. See reverse side.

FIRST CLASS
PERMIT NO. 136
SEC. 510 P. L. & R.
CHICAGO, ILL.

BUSINESS REPLY CARD
No Postage Stamp Necessary if mailed in the United States

2 CENTS POSTAGE WILL BE PAID BY

THE NATION'S SCHOOLS

919 NORTH MICHIGAN AVENUE

CHICAGO 11, ILLINOIS

Index to Products Advertised

Key	Page	Key	Page	Key	Page	Key	Page	Key	Page	Key	Page	Key	Page	Key	Page	Key	Page
1 Advance Floor Machine Company Floor Machine	118	31 Dudley Lock Corporation Locks	110	61 Lyon Metal Products, Incorporated Lockers—Folding Chairs	93												
2 Allied Radio Corp. Radio Catalog	122	32 Du Pont de Nemours & Co., Inc., E. I. Window Shade Cloth	96	62 McKnight & McKnight Books	122												
3 Aluminum Company of America Aluminum for Buildings	5	33 El-Tronics Geiger-Muller Counter	98	63 Medart Products, Inc., Fred Gymnasium Equipment	106												
4 Aluminum Cooking Utensil Company Kitchen Equipment	69, 69	34 Encyclopaedia Britannica Films, Inc. Films	101	64 Minneapolis-Honeywell Regulator Co. Temperature Controls	4th cover												
5 American Crayon Company Chalkboard Accessories	88	35 Finnell System, Inc. Floor Maintenance	94	65 Montgomery Mfg. Company Program Clock	118												
6 American Playground Device Co. Playground & Swimming Pool Equipment	11	36 Ford Motor Company School Bus Chassis	73	66 National Chemical & Mfg. Co. Paint	85												
7 American Radiator & Standard Sanitary Corporation Plumbing Equipment	14	37 Frigidaire Division Frigidaire School Plan	103	67 National Lock Company Locks	94												
8 American Seating Company School Seating	89	38 General Electric Co. Lamps	15	68 National Terrazzo & Mosaic Assn. Terrazzo	106												
9 American Structural Products Co. Glass Blocks	7	39 General Mills, Incorporated Nutrition Education Program	83	69 Neabit, Inc., John J. Unit Ventilator	2												
10 American Type Founders Educational Planning Service	66	40 Glidden Company Paint	9	70 Neumade Products Corp. Film Equipment	114												
11 Armstrong Cork Company Acoustical Material	61	41 GoldE Manufacturing Company Projection Machine	112	71 Newman Brothers, Inc. Memorial Tablets	106												
12 Atkins & Company, E. C. Saws	112	42 Green Light Products Division Disinfectant	100	72 Norton Door Closer Company Door Closers	122												
13 Bell & Howell Company Movie Projector	57	43 Gumpert Company, Inc. S. Institutional Food	2nd cover	73 Page Fence Association Wire Fence	114												
14 Bessler Company, Chas. Overhead Projector	79	44 Hens Industries, Inc., Edmund School Bus Heaters	12, 13	74 Peabody Seating Co. School Seating	104												
15 Blakeslee & Company, G. S. Food Mixer	120	45 Heyer Corporation Duplicator Inks	118	75 Pineabridge Farm Smoked Turkey	67												
16 Brillo Manufacturing Company Steel Wooler	104	46 Heywood-Wakefield Company School Seating	91	76 Pittsburgh-Corning Corporation Insulation	75												
17 Burroughs Adding Machine Company Business Machines	123	47 Hicks Body Sales Company School Bus	80	77 Presto Recording Corp. Recording Discs	121												
18 Celotex Corporation Sound Conditioning	87	48 Hild Floor Machine Co. Floor Maintenance	100	78 Radio Corporation of America Audio Visual Aids	109												
19 Church Mfg. Co., C. F. Toilet Seats	81	49 Hillyard Sales Companies Floor Maintenance	116	79 Rauland Corporation Sound System	120												
20 Continental Steel Corporation Wire Fence	84	50 Hobart Manufacturing Company Food Machines	Facing page 85	80 Richards-Wilcox Mfg. Co. Folding Partitions	82												
21 Cram Company, Inc., George F. Maps	122	51 Holden Patent Book Cover Co. Book Covers	88	81 Sanymetal Products Co., Inc. Toilet & Shower Compartments	119												
22 Crane Company Plumbing Equipment	55	52 Holmes Projector Company Movie Projector	104	82 Schlage Lock Co. Locks	90												
23 Du-Lite Screen Co., Inc. Projection Screens	108	53 Horn Brothers Co. Folding Bleachers	100	83 Sexton & Company, John Institutional Food	Insert following page 84												
24 Dornell Corporation, Ltd. Casters	100	54 Hotpoint, Inc. Kitchen Equipment	124	84 Skilsaw, Inc. Drill Stand	114												
25 Detroit-Michigan Stove Co. Kitchen Equipment	77	55 Huntington Laboratories, Inc. Hand Soap	78	85 Sloan Valve Company Flush Valves	1												
26 Dick Company, A. E. Mimeograph School Services	16	56 International Bronze Tablet Co. Memorial Tablets	112	86 Southern Equipment Company Food Serving Equipment	102												
27 Ditto, Inc. Duplicator	111	57 International Business Mach. Corp. Electric Time Systems	97	87 Sterling Tool Products Company Sander Kit	104												
28 Dodge Division School Bus Chassis	85	58 International Harvester Co., Inc. School Buses	107	88 Stewart Iron Works Company, Inc. Wire Fence	110												
29 Don & Company, Edward Food Service Accessories	110	59 Keystone View Company Visual Survey Service	58	89 Thortel Fireproof Fabrics Fireproof Fabrics	76												
30 Doughnut Corporation of America Baking Mixes	102	60 Libbey-Owens-Ford Glass Co. Window Glass	113	90 Tile-Tex Company Asphalt Tile	63												

March, 1948

Please ask the manufacturers, indicated by the numbers I have circled, to send further literature and information provided there is no charge or obligation.

WHAT'S NEW

978	994	1010	1026	1	17	23	49	65	81	97
979	995	1011	1027	2	18	34	50	66	82	98
980	996	1012	1028	3	19	35	51	67	83	99
981	997	1013	1029	4	20	36	52	68	84	100
982	998	1014		5	21	37	53	69	85	101
983	999	1015		6	22	38	54	70	86	102
984	1000	1016		7	23	39	55	71	87	103
985	1001	1017		8	24	40	56	72	88	104
986	1002	1018		9	25	41	57	73	89	105
987	1003	1019		10	26	42	58	74	90	106
988	1004	1020		11	27	43	59	75	91	
989	1005	1021		12	28	44	60	76	92	
990	1006	1022		13	29	45	61	77	93	
991	1007	1023		14	30	46	62	78	94	
992	1008	1024		15	31	47	63	79	95	
993	1009	1025		16	32	48	64	80	96	

ADVERTISEMENTS

1	17	23	49	65	81	97
2	18	34	50	66	82	98
3	19	35	51	67	83	99
4	20	36	52	68	84	100
5	21	37	53	69	85	101
6	22	38	54	70	86	102
7	23	39	55	71	87	103
8	24	40	56	72	88	104
9	25	41	57	73	89	105
10	26	42	58	74	90	
11	27	43	59	75	91	
12	28	44	60	76	92	
13	29	45	61	77	93	
14	30	46	62	78	94	
15	31	47	63	79	95	
16	32	48	64	80	96	

Key	Page
61 Lyon Metal Products, Incorporated Lockers—Folding Chairs	93
62 McKnight & McKnight Books	122
63 Medart Products, Inc., Fred Gymnasium Equipment	106
64 Minneapolis-Honeywell Regulator Co. Temperature Controls	4th cover
65 Montgomery Mfg. Company Program Clock	118
66 National Chemical & Mfg. Co. Paint	85
67 National Lock Company Locks	94
68 National Terrazzo & Mosaic Assn. Terrazzo	106
69 Neabit, Inc., John J. Unit Ventilator	2
70 Neumade Products Corp. Film Equipment	114
71 Newman Brothers, Inc. Memorial Tablets	106
72 Norton Door Closer Company Door Closers	122
73 Page Fence Association Wire Fence	114
74 Peabody Seating Co. School Seating	104
75 Pineabridge Farm Smoked Turkey	67
76 Pittsburgh-Corning Corporation Insulation	75
77 Presto Recording Corp. Recording Discs	121
78 Radio Corporation of America Audio Visual Aids	109
79 Rauland Corporation Sound System	120
80 Richards-Wilcox Mfg. Co. Folding Partitions	82
81 Sanymetal Products Co., Inc. Toilet & Shower Compartments	119
82 Schlage Lock Co. Locks	90
83 Sexton & Company, John Institutional Food	Insert following page 84
84 Skilsaw, Inc. Drill Stand	114
85 Sloan Valve Company Flush Valves	1
86 Southern Equipment Company Food Serving Equipment	102
87 Sterling Tool Products Company Sander Kit	104
88 Stewart Iron Works Company, Inc. Wire Fence	110
89 Thortel Fireproof Fabrics Fireproof Fabrics	76
90 Tile-Tex Company Asphalt Tile	63
91 United World Films, Inc. Films	59
92 University of Denver School Administrators Conference	89
93 Vestal, Inc. Floor Maintenance	74
94 Victor Animatograph Corporation Movie Projector	3rd cover
95 Victor Animatograph Corporation Record Player	118
96 Vonneyut Hardware Company Public Devices	117
97 Weber Costello Company Chalkboard	110
98 West Disinfecting Company Sanitizing Products	92
99 Westinghouse Electric Corp. Appliance Replacement Plan	71
100 Westinghouse Electric Corp. School Lighting	105
101 Williams Company Steel Wooler	108
102 Wolber Duplicator & Supply Co. Duplicator	114
103 Wyndotte Chemicals Corporation Cleaning Materials	115
104 Yale & Towne Manufacturing Co. Locks	96
105 Yawman and Erbe Mfg. Company Filing Systems	99

AME
INSTITUTION
ADDRESS

TITLE
CITY
ZONE
STATE

DETROIT PUBLIC LIBRARY

VICTOR - at the head of its class in -
EXPERIENCE • QUALITY • SERVICE



Victor Lite-Weight
16mm Sound Motion
Picture Projector

Victor 16mm Sound Projectors are outstanding for every educational requirement. Victor combines unmatched experience and superior quality with unparalleled service—a triple value for every educational institution. Strategically located throughout the nation, there is a Victor Headquarters in your territory to help you with audio-visual information.

Constantly mindful of teachers' problems, the new compact Victor Lite-Weight is specifically designed for classroom and small group use. Similarly smart in design, the Victor Triumph 60, with its greater sound capacity, is acclaimed by schools and colleges for auditorium use.

Victor
Animatograph Corporation

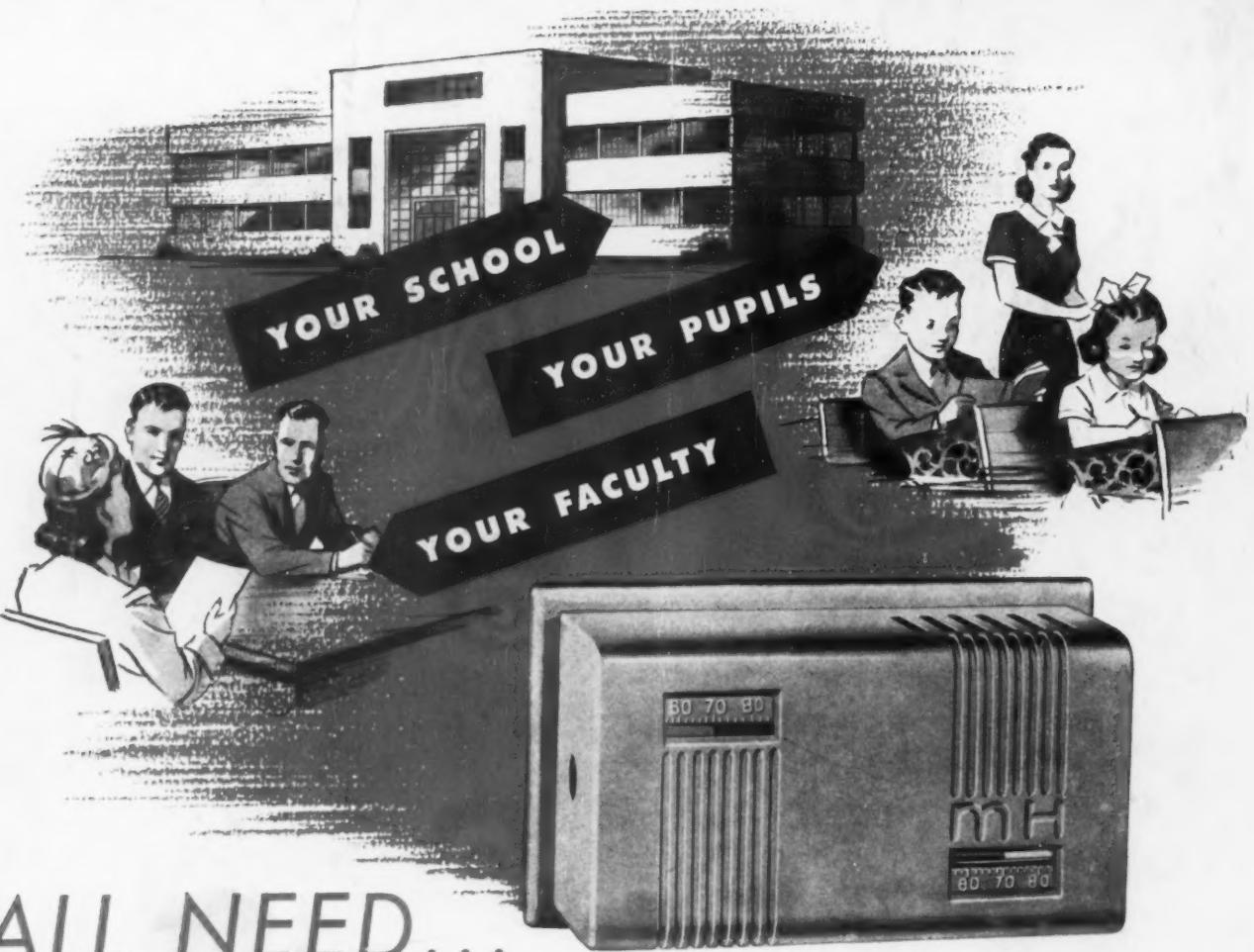
A DIVISION OF CURTISS-WRIGHT CORPORATION

Dept. L-7, Home Office and Factory: Davenport, Iowa

New York • Chicago • Distributors Throughout the World

MAKERS OF MOVIE EQUIPMENT SINCE 1910

Victor Triumph 60
16mm Sound Motion
Picture Projector



ALL NEED... **HONEYWELL** *Controls*

No matter which phase of school operation is your direct concern, Honeywell automatic control offers distinct benefits. From the standpoint of the school plant itself, heating, ventilating and air conditioning equipment operates more efficiently and with important fuel savings. In the classroom, improved conditions guard the pupils' health, contribute to ideal study conditions. And for the faculty, automatic control means complete freedom from attention to temperature regulation.

Call on Honeywell for consultation about every kind of automatic control need. From classroom heating and ventilating to refrigeration in the cafeteria, Honeywell makes controls—both electric and pneumatic—for every purpose. Minneapolis-Honeywell, Minneapolis 8, Minnesota. In Canada: Toronto 12, Ontario.

